

AN ASSESSMENT OF STUDENT AFFAIRS PREPARATION PROGRAMS  
IN RELATION TO  
PROFESSIONAL COMPETENCIES

By

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To,

My Dad, Richard Hyman, who first said to me "Hitch your wagon to a star" . . . and to Jesus Christ, the star who controlled my wagon and provided me with the direction.

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The primary purposes of this study were to determine whether or not preparation programs in student personnel administration educated for the development of entry level professional competencies and to determine the relative importance of those competencies for assuming an entry level staff position in the field of student affairs. Perceptions of three groups of professionals in the field of student affairs: (faculty in preparation programs, directors of housing, and chief student affairs officers) were assessed to determine whether they believed recent master's graduates of preparation programs actually possessed the professional competencies and whether they believed the competencies were important for assuming an entry level position in student affairs. The three groups were compared to determine whether or not differences existed in their perceptions of possession of the competencies by recent graduates and of importance of the competencies for entry level, student affairs positions.

A modification of the Tomorrow's Higher Education (T.H.E.) model, commissioned by the American College Personnel Association and

developed by T. J. Miller and J. S. Prince in The Future of Student Affairs served as the conceptual framework for this study. The modified model identified categories of development which included goal setting, consultation, communication, assessment and evaluation, and environmental and organizational management. From a review of the literature and related research, a two-part research instrument was developed which included 33 competencies recommended by faculty, practitioners, and professional associations for entry level student affairs staff. The instrument was administered to 162 faculty, 141 directors of housing and 150 chief student affairs officers. A response rate of 46.3% of faculty, 66.7% of directors of housing, and 60.7% of chief student affairs officers was achieved.

The results of the study indicated the T.H.E. model was an appropriate framework for the identification and conceptualization of the important learning outcomes of professional preparation programs in student personnel administration.

Chief student affairs officers and directors of housing indicated doubt as to whether recent master's graduates of preparation programs possessed competencies in any of the five conceptual categories. Each of the three groups believed that the competencies in all categories were important for assuming an entry level position in student affairs.

The three groups did not have similar perceptions of the training recent graduates received for the competencies. Faculty perceived significantly greater possession of the competencies by recent graduates in all conceptual categories. The three groups did have similar perceptions of the importance of the competencies in all five categories for assuming an entry level position in student affairs.



## CHAPTER I

### DESCRIPTION OF THE STUDY

#### Introduction

Professional preparation for individuals seeking a career in student affairs administration has been a subject of much concern among professional associations, faculty trainers, and student affairs practitioners. Traditionally it was assumed that people who became personnel administrators came from the teaching ranks (Hill and Green, 1960). Counseling was the primary, if not only, component of formal training. Recent studies on the issue of preparation have concluded that professional, academic preparation in student personnel administration was critically important for a career in the student affairs field (Rhatigan, 1968; Newton and Richardson, 1976; Minetti, 1977; Miller and Carpenter, 1980; Delworth and Hanson, 1980; Stamatakis, 1980). The need has been acknowledged for a broad-based foundation of academic preparation in particular core areas including study in psychology, culture and change; philosophy, finance, planning, and curriculum in higher education; counselling; ethics; and a supervised work experience (Trueblood, 1966, pp. 82-83 as cited in Minetti, 1977, p. 5).

Expansion of the student population in higher education beginning in the early 1900's placed increased demands on student affairs administrators to address the multiple needs of this new



population. The demand for graduates of student affairs preparation programs was greater than the supply produced by relatively few preparation programs. In response to this demand for trained, student affairs professionals, the number of preparation programs expanded during the 1960's and early 1970's.

Preparation for any profession derives from an operational field, for which there is a taxonomically ordered set of roles and functions to be performed, through the utilization of a substantive knowledge base which is appropriately grounded in theory and philosophy. Selection is a matter of identification of individuals presumed to be capable of mastering such knowledge in order to perform specific roles within the existing operational field (Dewey, 1977).

Designing educational programs which will result in students' possessing requisite knowledge and skills is the charge of the person engaged in the preparation of student affairs professionals. Educators of professionals in any field must help students understand and appreciate the current state of practice and also gain a perspective on future development (Knock, 1977). Although the need for professional preparation has been recognized and accepted in the area of student affairs, what constitutes quality preparation for the field is still a matter where questions can be raised (Knock, 1977).

Delworth and Hanson (1980) have identified five major, interrelated components which they view as fixed, essential, core categories of the student affairs profession. They believed that 1) history and philosophy, 2) relevant theories, 3) models of practice, 4) professional competencies, and 5) management and organizational competencies as components, defined the structure of the student affairs profession.

Professional preparation at the master's level must provide background or history, philosophy, and theory in building foundations for effective professional education in a broad context (Trueblood, 1966; O'Banion, 1969; Delworth and Hanson, 1980). Such preparation must also provide opportunity for the acquisition and application of skills and competencies necessary for effective functioning in full time, professional student affairs positions (Domeier, 1977, Minetti, 1977; Delworth and Hanson, 1980; Stamatakis, 1981). These opportunities are generally provided through practicums, internships, and assistantships.

A model core curriculum for master's degree, entry level student affairs practitioners was developed by Delworth and Hanson (1980). This core curriculum was developed in consideration of the need to reexamine the variety of roles student affairs professionals assume and to allow for the introduction of new ideas, concepts, and models of practice. Such a curriculum would permit a continuous evolution consistent with the changing needs of the profession and current models of practice. Delworth and Hanson's curriculum components included the following: 1) history and philosophy, 2) theory, 3) models of practice and role orientation, 4) core competencies, 5) specialized competencies, 6) administration and management, 7) practicum or field work, 8) additional theory and tool courses.

The Council of Student Personnel Administrators (COSPA) identified the purpose of professional preparation in the following statement:

The goal of professional preparation programs is the preparation of persons who in addition to having obtained a high level of self development have skills in collaborating with others in their self development.

They must be able to use competencies of assessment, goal setting, and change processes as appropriate in implementing the roles of consultant, administrator, and instructor in relationships with individuals, groups, and organizations. (Cooper, 1972, p. 6)

The acquisition of professional competencies underscores the importance of preparation programs. Such programs, through their course work and field experience, have sought to provide graduate students with the competencies necessary to function adequately in the field.

### Purpose

The primary purpose of this study was to determine whether or not professional preparation programs in student personnel administration educated for the development of entry level professional competencies. Perceptions of three groups of professionals in the field of student affairs were compared to determine whether or not differences existed in their perception of the training graduates with master's degrees received in their preparation programs for the entry level competencies. The perceptions of the three groups were also compared to determine differences in the relative importance of the competencies for assuming an entry level professional position in student affairs.

### Questions for Investigation

This study was designed to answer the following questions:

1. Do recent graduates of master's level preparation programs in student personnel administration enter the field of student affairs with training in entry level competencies as a result of their preparation programs?
2. Do chief student affairs officers (CSAOs) Directors of Housing (DOHs), and faculty (FTs) have similar perceptions of the training recent master's degree graduates of preparation programs in

student personnel administration receive for the identified entry level competencies?

3. Is it important for recent master's degree graduates from student personnel preparation programs to have acquired these competencies prior to the full time entry into the student affairs field?
4. Do CSAOs, DOHs, and FTs have similar perceptions of the importance of these entry level competencies?

#### Justification for the Study

The need for competently trained staff has been a concern of student personnel professionals for over thirty years. LaBarre (1948) observed that despite increased needs for personnel workers no assurances could be given that the work would be done by competently trained persons unless some measures of their proficiency were designed to meet minimum qualifications. LaBarre indicated that there was a need for basic work standards in the field. She called for professional student personnel associations to undertake research and study to establish minimum performance standards on a national scale. She believed preparation programs offered the logical place to identify criteria upon which professional standards might be based.

The literature of the field has identified concern for quality and excellence in professional preparation programs. One study of the professional preparation of college student personnel administrators observed that professional preparation assumed increased importance as a function of trends toward professionalization and increased demands from professionally trained workers (Hoyt and Rhatigan, 1968). In another study of preparation programs in student personnel, Rockey (1972) identified key components of a College Student Personnel preparation program to be quality faculty and students, sufficient elaboration of the program, strong, supporting departments, institutional

resources, a well-conceived curriculum, and opportunity for practical work experiences.

A more recent study sought to determine the attitudes of chief student affairs officers (CSAOs) about the quality of professional preparation programs (Sandeen, 1982). The results indicated that although graduate training in student personnel work was found to be of considerable importance, only three percent of the CSAOs in the study rated overall program quality as excellent and only six percent rated faculty as excellent. Sandeen's (1982) study identified major problems with current preparation programs: the programs are too much oriented toward counseling; the quality of students is too uneven; and the lack of academic rigor in some programs generates a lack of respect when they are compared to other graduate programs. Canon (1982) noted that marginal students coexisted with those generally conceded to be of high quality and concluded that student affairs divisions reflected these extremes in both the quality and the effectiveness of their programs and services.

Issues of standards, quality, and excellence have been significant in that they represented outcomes which most professionals believed the field of student affairs needed in the preparation of those about to enter the field. Penn (1973) described the key to excellence in terms of quality programs as related to appropriate curriculum offerings, adequate learning resources, and defined standards of acceptable performance. He urged the development of curriculum guidelines and an accreditation body to evaluate and accredit professional preparation programs in the field. Stamatakos (Note 5) promoted the standardization of training and accreditation, seeing this as a step



closer to the recognition of student personnel administration as a "profession." He indicated the need for generally set standards of performances and competencies for graduates of preparation programs. Penn (1973) supported this viewpoint by observing that professional competence in the field of student affairs was related to knowledge and specific skills learned in preparation programs.

Curriculum guidelines have been addressed by the American College Personnel Association (ACPA), Council of Student Personnel Associations (COSPA), and others (O'Banion, 1966; Rhatigan, 1965). Many of the programs listed in the most recent issue (1980) of the ACPA's Directory of Graduate Preparation Programs in College Student Personnel provided course offerings as well as other developmental experiences consistent with curricular recommendations. To date, no credentials or standards are required by states, regional accrediting agencies, or professional associations for entry into the field of student affairs.

Rhatigan (1968) noted that the issue of professional preparation was extremely complex. Such complexity was due to multiple areas of specialization, many levels of training, and different sizes and types of institutions to be served. In his study of professional preparation he concluded there was an urgent need for research that related training experiences to professional effectiveness. Such research must involve examination of skills, attitudes, and knowledge that effective administrators possess (Rhatigan, 1968).

The logical outcomes of preparation programs are the competencies which graduates of the programs should acquire prior to entry into the profession. Such competencies have been identified in several studies



(Domeier, 1977; Minetti, 1977; Hanson, Note 2), and have provided a means by which the productivity of graduate training programs in student personnel can be measured. In the development of a program for evaluating outcomes of an educational program, certain basic assumptions must be considered:

1. The kinds of changes in behavior patterns in human beings which the program seeks to bring about are its educational objectives.
2. An educational program is appraised by finding out how far the objectives of the programs are actually being realized.

Previous studies have indicated that the acquisition of professional competencies represents a primary objective of preparation programs (Williamson, 1952; Newton and Hellenga, 1974).

In a study that examined the training of student affairs administrators for specified competency tasks, Domeier (1977) recommended examination of the purposes and quality of student affairs training programs in relation to specified competencies. She indicated that, with some modification, her questionnaire could be utilized as an assessment instrument or as a guide to competency development in student affairs preparation programs. A similar study by Minetti (1977) sought to determine the relationship between the academic training and assistantship experiences in preparation programs by identifying the locus of preparation for entry level competencies necessary for work in the field of student affairs. He indicated that the study addressed the "should be" or ideal for professional preparation (p. 156). He recommended further study to investigate and compare with what in reality is occurring in training programs.

Stamatakos (1981) in an extensive examination of professional preparation, done as part of a review of student affairs progress toward professionalism, identified five critical concerns.

1. The quality of students admitted to professional preparation programs is inconceivably broad, loose, inconsistent, and lacking in reasonable standards (p. 201).
2. A review of existing preparation program literature reveals a glaring lack of specificity regarding the knowledge to be learned and the skills students are expected to acquire (p. 202).
3. Within and between actual and proposed preparation programs there is little or no consistency in nature, content emphasis or duration (p. 202).
4. In general, after students have successfully completed a program of study in a typical program, the profession cannot be assured that they will be adequately or reasonably well prepared to carry out the variety of responsibilities particular to job entry positions or that they have the leadership potential and depth of understandings necessary for upward mobility (p. 203).
5. If it is determined that some preparation programs are not in any real sense truly preparing student affairs professionals but are bootlegging them through counselor, pupil personnel, or educational psychology programs, should such institutions be listed in association sponsored directories of professional preparation programs? Such listings do provide programs with a sense of undeserved legitimacy (p. 203).

Extensive review of the literature on professional preparation led Stamatakos (1981) to conclude that there is no published research evidence to support the notion that 1) those hired for student affairs positions, do, in fact, possess the general skills and competencies that characterize positions sought or filled or 2) professional preparation programs educate specifically and adequately for the development of agreed upon skills and competencies (Brown, 1972; Council of Student Personnel Associations, 1975; Newton and Hellenga, 1974; Newton and Richardson, 1976; Parker, 1971; Rentz, 1976; as cited in Stamatakos, 1981, p. 106).

The specific recommendations of Domeier, Minetti, and Rhatigan; supported by the conclusions of Stamatakos, have led this researcher to pursue the study of professional competencies for entry level professionals in the manner outlined in the purpose statement.

### Conceptual Framework

Professional preparation has as its purpose the training and development of student affairs professionals, equipping them with expertise in the integrated development of college students. Professionally prepared student affairs staff must share a common concern for the nature and effectiveness of institutions of higher education as these institutions affect and are affected by students (Delworth and Hanson, 1980). Professional training should enable student affairs staff to assume a variety of roles including consultant, administrator, counselor, instructor, and researcher (Cooper, 1972; Delworth, and Hanson, 1980). Preparation programs prepare persons to use competencies in categories such as assessment, goal setting, and change processes to effectively implement the afore named roles. ✓

The literature on preparation for work in the field of student affairs reflects the concern of many professionals about lack of quality and scope (Knott, 1977). According to one study, the emphasis in training should be placed upon the practical acquisition of skills (Newton and Richardson, 1976). There is an increased emphasis on a broader set of competencies for student affairs professionals. Knott (1977) identified such competencies in categories of administration, assessment, evaluation, and research; communication (written and verbal); goal setting; leadership; and organization. He observed that ✓

many graduate training programs may require some revamping in order to become solid programs for preparing generalists with these competencies.

Miller and Carpenter (1980) believed that optimal professional preparation combines a mastery of a body of knowledge and a cluster of skills and competencies within the context of personal development. They noted that professional credibility and excellence of practice were directly dependent upon the quality of professional preparation (1980). They postulated that there were identifiable skills and competencies essential to the growth of student affairs professionals, the learning of which could be systematically facilitated through programs of professional preparation.

A number of models and philosophies have been advanced to support the development of quality professional preparation (Spooner, 1979; Rentz, 1976; Meabon, Bailey, and Witten, 1975; Dewey, 1977). A thorough review of the literature has led the researcher to select a modification of the Tomorrow's Higher Education model as the conceptual framework for this study. T.H.E., an acronym which stands for Tomorrow's Higher Education, was coined by the American College Personnel Association (ACPA) in 1968 for the purpose of developing a strategy for examining the future of college student personnel work (Miller and Prince, 1976). The essence of T.H.E. project was to reconceptualize through systematic review, reconstruction, and change, the fundamental conceptions about the specific roles, functions, methods, and procedures that characterize future personnel practice. T.H.E. emphasized student development in a move away from a status-

based staffing approach toward a competency-based approach (American College Personnel Association, 1975).

The T.H.E. model extended ideas advanced by the American Council on Education in the Student Personnel Point of View (1937, 1949). This statement identified the commitment of the profession to services to and development of the "whole student." This commitment was based on the recognition of needed competencies for student affairs staff as service agents, control agents, and developmental educators. The Council of Student Personnel Associations in Higher Education advanced essentially the same philosophy in their work A Student Development Point of View of Education (1970).

T.H.E. emphasizes student development. Its theoretical base is eclectic in that it stresses a combination of cognitive and affective development. It incorporates six competency categories of development:

1. Goal-Setting--the process of stating the general outcome desired and then defining the more specific results (objectives) that guide the steps in achieving the goals and that provide evidence of accomplishment (Miller and Prince, 1976, p. 27).
2. Assessment--the process through which students, groups, and organizations systematically acquire and use data from a variety of sources to describe, appraise, and modify their own development (p. 27).
3. Instruction--a change strategy which seeks to provide both knowledge and practice applying what is learned. It seeks to integrate affective and cognitive learning through recognition of individual learning styles and needs.
4. Consultation--the activity or process in which one person engages with another person, group, or agency in order to identify the needs and/or capabilities of that person, group, or agency and then to plan, initiate, implement, and evaluate action designed to meet and/or develop those needs and/or capabilities (p. 89).



5. Environmental Management--a positive, collaborative effort by all community members to organize their resources to maximize their living and learning experiences.
6. Evaluation--a continuous process of delineating, obtaining, and providing information with which to judge various choices (Stufflebeam, 1971).

Delworth and Hanson (1980) identified four critical basic competency areas: 1) assessment and evaluation, 2) teaching or training, 3) consultation, and 4) counseling. These areas were consistent with the components of T.H.E.

In an ACPA sponsored project, Hanson (Note 2) developed a taxonomy of competencies using T.H.E. as a conceptual framework. The purpose of the project was to review the competency-based education movement to determine its potential for application to professional preparation programs in student personnel work. Hanson developed 195 competencies of which only twenty were rated by a panel of experts in the field of student personnel work as lower than very important.

For the purpose of this study, the researcher has selected the T.H.E. model as a conceptual framework with minor revision. The purpose of the study is to examine the training graduates receive for entry level professional competencies. Consistent with the recommendation of Knott (1977) the category of communication has been substituted for instruction in the original T.H.E. format. Assessment and evaluation have been combined as one category consistent with the Delworth and Hanson (1980) model. The competencies for use in this study have been derived from Hanson's (Note 2) taxonomy and the studies of Domeier (1977) and Minetti (1977) and have been identified with and assigned to categories of goal setting, consultation,



communication, assessment and evaluation, and environmental and organizational management.

#### Assumptions

This study assumed that

1. The perceptions of the respondents completing the instrument were honestly and accurately given.
2. The professional competencies identified from the literature reflected actual, expected competencies for entry level student affairs staff.
3. Respondents had a knowledge of background of the competencies needed by staff hired for entry level positions in student affairs.
4. Respondents had a knowledge of the competencies taught in preparation programs in student personnel.

#### Limitations

1. This study was limited to the examination of entry level professional competencies because this investigator believed they represented the most immediate and measurable product of a master's level graduate program in terms of competencies acquired and expected.

2. Findings were limited to measurements of competencies perceived by practitioners and faculty trainers. The results can be generalized to preparation programs generally as all programs listed in the ACPA directory were surveyed.
3. Results cannot be generalized beyond the specific practitioner populations used in this study. Their perceptions of competencies held by recent graduates and the importance of those competencies cannot be generalized to the total practitioner population in student affairs.
4. This study was limited to the perception of practitioners and faculty trainers at four year institutions, awarding at least a bachelors degree. The result cannot be generalized to a student affairs practitioner population employed at community colleges or proprietary institutions.

### Definitions

Student personnel--work within a post secondary education institution concerned with both the educational and personal development of students in primarily non classroom activities and the administration of services which support and compliment the formal academic process.

Student affairs--the division within a post secondary education institution concerned with the provision of services and programs for students which complement and supplement the academic mission of higher education institutions. - (Domeier, 1977, p. 12)

Entry level position--generally a position requiring a master's degree from a professional preparation program and no full time experience in student affairs. Staff in such positions assist in the development and administration of programs and services for students.

Practitioners--professional educators engaged in full time employment in student personnel in a division of student affairs. They may be administrators, counselors, program facilitators, or consultants. (Minetti, 1977, p. 14)

Chief student affairs officer--the college or university administrator who is immediately responsible for the direction and coordination of the programs, staff, and services of the student affairs division.

Director of Housing--the college or university administrator who is immediately responsible for the direction and coordination of the programs, staff, and services of the housing department. The housing department is one of the departments that comprise the Division of Student Affairs.

Entry level competencies--abilities, skills, knowledge, and activities which permit an individual to carry out job expectations in a first professional position in student affairs in a minimally acceptable manner.

Faculty trainers--professional educators engaged in full time employment as faculty, teaching and advising graduate students enrolled in preparation programs in student personnel administration.

Professional preparation--the acquisition of background, knowledge, skills, and competencies necessary for assuming a full time position in the student affairs profession. Such preparation is most generally acquired within the context of a formal, academic, degree awarding program at a graduate institution of higher education.

### Overview of the Study

Chapter 1 presented the introduction, purpose and justification for the study, conceptual framework, assumptions, limitations, and definitions. Relevant literature and research pertaining to the profession of student personnel and professional preparation are presented in Chapter II. The methodology and design used in this study are described in Chapter III. The data collected and analyzed in this study are presented in Chapter IV. A discussion of the results, conclusions, and recommendations is presented in Chapter V.

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter will provide an overview of the literature as it pertains to professional preparation for student affairs administration. Three general areas will be reviewed: student personnel as an emerging profession, development of student personnel preparation programs, and development of competencies for student affairs professionals.

#### Student Personnel as an Emerging Profession

##### Historical Role in Higher Education

The development of student personnel work has been well documented in the literature (Leonard, 1956; Cowley, 1949; Mueller, 1961; Ayers, Tripp, and Russel, 1966; Shaffer and Martinson, 1966; Appleton, Briggs, and Rhatigan, 1978). Dating back to the founding of Harvard College in 1636 a similar theme was observed; higher education was privately controlled and maintained a strong religious emphasis. Until about 1862 presidents and faculty engaged in an exaggerated type of student services, concerning themselves primarily with the deportment of the students, in assuring pious attitudes and diligence in academic pursuits. The most pressing service need was the provision of housing. One of the chief purposes in the

construction of dormitories was to supervise the lives and studies of students. Discipline was the primary reason for staff interaction with students outside the confines of the classroom. Generally, the emphasis was on control with the president and the faculty acting in the role of guardians to provide direction for the students, often in the form of sanctions for unacceptable behavior.

Explosive enrollments spurred by the Land Grant Act in 1862 brought about an abrupt change in emphasis in higher education and with it a need to deal with large numbers of heterogeneous students (Shaffer and Martinson, 1966). These developments brought with them a different set of student needs that required staff attention in more diverse ways. The appointments of the first deans of women and men around the turn of the century signaled the emergency of student personnel work. Appleton, Briggs, and Rhatigan (1978) identified factors which contributed to the origins of student personnel work:

1. The development of land grant institutions and the rise of public colleges and universities.
2. Increasing enrollments and accompanying increase in heterogeneity of student populations.
3. Social, political, and intellectual ferment in the nation.
4. Rise of coeducation and increase in numbers of women entering institutions.
5. Introduction of elective systems in higher education.
6. Emphasis on vocationalism over traditional liberal arts.
7. Impact of science and the scientific method.
8. Emerging signs of fundamental struggle between empiricism and humanism.
9. Correlation between intellectualism and impersonalism on the part of faculty educated in German institutions.
10. Expanding industrialism and urbanization.

11. The view of higher education as a social status phenomenon.
12. Establishment of a true university system.
13. Impact of liberal immigration laws in U.S.
14. Changing roles of students in higher education.

The needs of individual students were identified as the primary focus of student personnel staff. The building of a sound student personnel program called for dedication by both administration and faculty to a philosophy based on all the needs of the individual student (Blaesser, 1945). Such a philosophy according to "The Student Personnel Point of View" was grounded in the support of higher education's basic purposes: the preservation, transmission, and enrichment of culture--the product of scholarship, research, and human experience (American Council of Education, 1937). The task was to assist the student in developing to the limits of his/her potential. In order to do this, the institution had to consider the student as a "whole." The student personnel role was to express awareness of the significance of student life from both individual and group perspectives. The work became an individualized application of the research and clinical findings of psychology, sociology, anthropology, and education to the task of aiding students to develop in a college environment (American Council of Education, 1949). Cowley (1964) observed the three functions of higher education to be core, complementary, and continuity. He concluded that student personnel work was complementary and that its mission was the provision of nonacademic programs and services for students.



### Definitions and Criteria for a Profession

The issue of what constitutes a profession has been examined and discussed throughout the literature of higher education. Characteristics of a profession have been identified, definitions have been provided, and criteria have been produced. Among the criteria which characterized a profession were the development of a special discipline, the development of special training programs, the delineation of specific areas of operation, and a strong, central organization which set standards for professional membership, established a code of ethics, and policed the activities of practitioners (Feder, 1948). The term "professional" generally referred to an individual who performed tasks that were of more than usual difficulty, and required a long period of preparation and education, resulting in the attainment of a higher degree of skill and knowledge (Johnson, 1959). Flexner (1915) observed that a person was a professional if he/she devoted his/her entire time to a particular activity. He indicated that such activities had to be intellectual in nature and have a definite purpose. Lloyd-Jones (1949) remarked that the distinguishing mark of a profession was "the possession of an intellectual technique acquired by special training which could be applied to some sphere of everyday life" (p. 260). A good deal of emphasis was placed upon the acquisition of special knowledge or special training.

The American Personnel and Guidance Association (AGPA) ✓  
delineated the marks of a profession as follows:

1. Possession of a body of specialized knowledge, skills, and attitudes known and practiced by its members.

2. This body of specialized knowledge, skills, and attitudes is derived through scientific inquiry and scholarly learning.
3. This body of specialized knowledge, skills, and attitudes is acquired through professional preparation, preferably on the graduate level, in a college or university as well as through continuous in-service training and personal growth after completion of formal education.
4. This body of specialized knowledge, skills, and attitudes is constantly tested and extended through research and scholarly inquiry.
5. A profession has a literature of its own, even though it may, and indeed must, draw portions of its content from other areas of knowledge.
6. A profession exalts service to the individual and society above personal gain. It possesses a philosophy and a code of ethics.
7. A profession through the voluntary association of its members constantly examines and improves the quality of its professional preparation and services to the individual and society.
8. Membership in the professional organization and the practice of the profession must be limited to persons meeting stated standards of preparation and competency.
9. The profession affords a life career and permanent membership as long as services meet professional standards.
10. The public recognizes, has confidence in, and is willing to compensate the members of the profession for their services (AGPA, 1971, pp. 327-330).

One of the difficulties in identifying student personnel administration as a profession has been the problem of establishing clear cut boundaries around the larger function of student personnel administration (Wrenn and Darley, 1949). Lack of cohesion and coordination of the separate personnel functions has contributed to the problem of identity as a profession. Traditionally, when a body of knowledge or literature exists and enough people are thoroughly based in it, practicing its principles, a profession is born. Basic principles for student personnel administration in higher education are still found in

philosophy, psychology, sociology, and the humanities as well as in management and administration (Crane, 1965).

Useem (1964) has observed that the difference between an occupation and a profession lies in the degree to which its cluster of skills is backed by a consistent body of theories and principles. She believed that student personnel administration was a "professionalizing" occupation in the sense there was an increasing attention to the theoretical principles out of which should flow the skilled performance. This observation of "professionalizing" of occupations was also observed by Wilensky (1964) who noted that the label was loosely applied to increasing specialization and transferability of skill; the proliferation of objective standards of work; the spread of tenure arrangements, licensing or certification; and the growth of service occupations.

Concern for the recognition of student personnel administration as a profession has been widely expressed in the literature (Cowley, 1936; Wrenn and Darley, 1949; American Council on Education, 1949; Lloyd-Jones, 1949; Feder, 1959; Mueller, 1959; Penny, 1969; Penn, 1974; Stamatakos, 1981). Wrenn and Darley have provided perhaps the best and most widely accepted criteria to determine whether student personnel work deserves identity as a profession.

1. The application of standards of selection and training.
2. The definition of job titles and functions.
3. The possession of specialized knowledge and skills.
4. The development of a professional consciousness and professional group.
5. The self imposition of standards of admission and performance.

6. Legal recognition of the vocation.
7. The development of a code of ethics.
8. The performance of a socially needed function (1949).

In their study Wrenn and Darley concluded that student personnel work was not yet a profession (1949). Of the eight criteria established to measure professionalism they concluded that the greatest barrier to student personnel work was the application of standards of selection and training. Too many staff in student affairs were selected because they were already employed by an institution in some capacity. They also observed problems with specific selection criteria and unclear training expectations inconsistent with the demands of the work. Stamatakos (1981) used Wrenn and Darley's (1949) criteria to assess the progress student personnel has made toward acquiring identity as a profession. Although he believed the field does qualify, he noted continued difficulties with selection, standards, quality, and competency of professional preparation programs and their graduates. He urged continued research to examine whether the training received in preparation programs provides graduates with sufficient skills and competencies to function effectively in the field of student affairs.

#### Professional Status

The professional needs of student personnel work are best represented by attention to competencies and skills necessary for practitioners to effectively deliver quality services and programs. No group can claim professional standing without explicit statements about what constitutes competence in that field and the means by which competence can be attained and assessed (McCleary, 1973).

Among the primary needs identified by Williamson (1952) was the establishment of high standards of selection and of professional competence for the student personnel staff. There has been an increased recognition of the need for more attention to organizational and management skills, both in training and in application (Borland and Thomas, 1976; Appleton, Briggs, and Rhatigan, 1978; McDaniel, 1972). Cross (1973) supported Brown (1972) in urging increased attention to the integration of student personnel function within the academic areas. This posture received strong support as well from Crookston (1972).

The status of student personnel as a profession has varied according to perceptions of how well the field has addressed its mission and purpose. Knock (1977) observed the lack of progress toward achievement of professional status which has been cited in the literature (Feder, 1959; Koile, 1966; Shoeben, 1967; Nygreen, 1968; Penny, 1972). He further supported the importance of defining operational purposes and then developing skills and procedures for fulfilling such purposes (Cowley, 1964; Berdie, 1966; Parker, 1971; Crookston, 1972; Crookston, 1976; and Miller and Prince, 1976). Saddlemire noted that student personnel practitioners must be convinced of their status as educators and should display confidence in their legitimacy in higher education as visible contributors to the attainment of the educational goals of the institution (Note 3).

Confusion about identity, role, and purpose has been at the foundation of this issue of professionalism. Dewey (1972) observed too little pertinent discussion of the role and responsibility of professional preparation programs. Others (Holland and Kleinberg, 1974) noted



problems stemming from the nomenclature of the field and implied that the withholding of faculty status to student personnel practitioners relegated them to second class status. A study by Astmann (1975) to ascertain faculty perceptions toward student personnel services found that faculty didn't fully accept colleagues in student personnel as equals. Student affairs was perceived as a large complex of operations with vague, ill-defined purpose, being only remotely necessary to the realization of institutional goals and impractical in budget terms. According to Prior (1973) the "planless gerry building" of student personnel services over several decades has resulted in conflicting and illogical mixtures of functions and responsibilities (p. 202). As a result student personnel has been susceptible to a variety of misperceptions of its role and false expectations of this competence. Wrenn and Darley (1949) believed that the status of student personnel has not been enhanced because of a lack of well accepted standards of academic preparation. The field has failed to notify higher education what those, established in the field, considered to be job function and adequate qualifications. It has been recommended that student personnel practitioners clarify traditional roles and aggressively pursue new relationships with institutions (Penn, Manspeaker, and Millette, 1975; Berry, 1976). More attention should be directed toward professional training programs (Berry, 1976). The professional future of student personnel depends on present leadership and the training programs (Brumfield, 1979).



### Student Development

The literature has offered evidence of the perceived need for student personnel to direct attention to more academic and curricular concerns (Wise, 1951; Nash, Saurman and Sousa, 1975; Miller and Prince, 1976; Jones, 1978). This need has been included as part of an overall move away from an emphasis on services and increased attention on the development of students. This transition has assumed a prevailing "service status" view of student personnel administration that must move more in the direction of a preventive, proactive, collaborative role, consistent with the student development philosophy. Hanson and Lenning (1979) acknowledged that this student development concept for higher education received strong historical support from the "Student Personnel Point of View" (American Council of Education, 1937, 1949) which urged attention to the development of the "whole" student. Hanson and Lenning (1979) believed that student development focused more on issues of attitude, moral, and value development in assisting students in the acquisition of developmental skills. Brown (1972) viewed a role change for student development staff as diagnosticians, consultants, programmers, instructors, behavioral scientists, and researchers. Crookston (1976) believed that student personnel as historically defined was no longer a viable concept and that student development should be used to describe more accurately the underlying philosophy of the field. Crookston (1972) indicated that staff needed to adjust from a status-based relationship with students to a relationship based on competency and collaboration. Cross (Note 1) stressed that if the field was to make substantial

progress and gain the respect of students and academic colleagues it would have to begin to educate a new generation of student development specialists.

Some practitioners in the field have regarded the student development thrust as a passing phenomenon, but have now begun to view it as a model to justify the presence of student personnel workers on campuses (Humphries, 1977). Hanson and Lenning (1979) observed that the Carnegie Commission (1973) claimed that the development of the whole student was not realistic; that totalism in the campus approach to students was inconsistent with the mission of higher education. Student development has been hampered by obstacles of deep rooted work habits, routines, beliefs, attitudes, and perceptions of practitioners who have been traditionally trained (Stamatakos, 1980). Others claimed that little recognition has been given to the fact that student development must be implemented in areas where students have unwilling contact with the institution, areas such as student conduct, registrars office, admissions office (Trow, 1978). Although he acknowledged the datedness of the service concept, Rhatigan (1975) raised issue with the assumption that much more will become possible if we move organizationally, directly into the academic hierarchy. Rhatigan (1975) advocated a broadening of the service concept and an increased use of the classroom vehicle as a tool for program delivery.

Shaffer (1973) concluded that in order to remain a significant force in higher education, the student personnel field must contribute to the total organizational development of colleges and universities and not focus exclusively on the development of the individual student.

## Development of Student Personnel Preparation Programs

### Background

Training for student personnel administration prior to World War II consisted largely of experience received on the job (LaBarre, 1948). Many professionals in student personnel as well as in higher education generally did not support the notion that professional preparation was a necessary prerequisite to entry into the field (Turner, 1936; Hullfish, 1941; Nygreen, 1965). Hullfish (1941) spoke in support of the contention of some that good deans "are born not made," a concept generally referred to as the "chromosome theory." Others supported the notion that a better background for a position in student personnel would be in an academic discipline (Nygreen, 1965). A study done to determine role perceptions of chief student affairs administrators revealed that there was little connection between the way a chief student affairs officer (CSAO) was trained and the way in which a CSAO perceived his/her role (Upcraft, 1971). A study to determine if differences existed in chief student affairs officers' perception of student personnel programs based upon whether they were academically trained in the field revealed mixed results (Blackburn, 1969). Academic preparation contributed toward emphasis on counseling, educational reform, and models for behavioral learning. Practical experience contributed to emphasis upon research and needs of students. An earlier study by Saddlemire (1950) of male student personnel administrators in colleges and universities showed 61 different titles being used for the chief male student personnel administrator. Forty-four and a half percent were full professors and

78% held teaching appointments. Only 10% had no academic rank. A later study by Foy (1969) of career patterns of student personnel administrators revealed that 41% of those working in student affairs had graduate degree training in guidance, counseling, or student personnel. Eighty-six percent of the respondents believed that formal training of new student personnel administrators was of great importance.

Historically, the first formal training program began at Teachers' College, Columbia University (LaBarre, 1948; Barry and Wolf, 1957; Lloyd-Jones, 1962; Klopff, 1963) in 1913. Early concepts of educational personnel work were confined to vocational guidance. Parallel to this was the emphasis on counseling and guidance. By 1926, a prospective vocational guidance worker could find coursework at 40 schools; the neophyte dean at 24 (Barry and Wolf, 1957). The contributions of training were felt to be improved practice, advanced theory, production of trained workers and promotion of the field of student personnel. The primary issues related to training identified then and relevant today included content, methodology, selection, and evaluation (Barry and Wolf, 1957).

#### Selection and Standards

Wrenn (1952) considered the issues of selection and standards to be the major unresolved problems in the preparation of student personnel practitioners. He believed graduate institutions should accept the responsibility for admitting into training programs only those who demonstrated some evidence that they would succeed in the graduate program and on the job. Anderson (1948) urged the development of standards that would serve as criteria for selection of

graduate trainees. It was believed that the best applicants should be socially sensitive, emotionally mature, and intellectually able (Wrenn, 1952). They must show evidence of sufficient motivation toward the roles and function of the field. Woolf and Woolf (1953) believed that the most important consideration in the selection of trainees should be the philosophy and attitude of the candidate. A study of the selection of students for preparation in college student personnel work revealed an inadequacy of existing instruments to measure characteristics believed to be related to successful performance in the field (Wellman, 1952). The study also revealed a lack of valid, objective criteria for selection (Wellman, 1955). A later study of preparation program admission policies indicated a heavy emphasis on predictors of academic success as initial screening criteria; standardized tests, grade point averages, and recommendation letters (Gimmestad and Goldsmith, 1973).

The issue of standards has most recently been addressed within the context of what should be considered acceptable training in preparation programs and how this training acceptability could be measured. Stamatakos (1981) analyzed Wrenn and Darley's (1949) traditional criteria or professionalism. Stamatakos examined standards of admission and performance by addressing skills and competencies student affairs professionals are expected to have or actually possess at the time they enter the practice of the profession (p. 106).

In reviewing previous studies (Minetti, 1977; Ostroth, 1979; and Hanson, Note 2) Stamatakos (1981) indicated that competencies believed to be important for staff to possess had been identified. In a review of previous research on the issue of preparation standards



(Brown, 1972; Council of Student Personnel Associations, 1975; Newton and Hellenger, 1974; Newton and Richardson, 1976; Parker, 1971; and Rentz, 1976), Stamatakos (1981) could find no evidence that a) employers consciously attempt to determine if applicants for positions actually possess the expected competencies, b) those hired for student affairs positions do possess the expected competencies, c) professional preparation programs educate specifically and adequately for the development of agreed upon skills and competencies (p. 106).

### Content

Content for the preparation programs in student personnel has been the source of considerable controversy among professionals in the field. Initial programs sought to provide strong grounding in counseling and guidance as it was the belief that such was the primary background necessary to adequately prepare student personnel practitioners (Williamson, 1949; Wrenn, 1949; Mueller, 1959; Parker, 1971). Parker (1966) took the position that education as a counselor, based upon an adequate philosophy of individual development within guidelines that will benefit the entire society, was crucial to adequate functioning as an effective student personnel administrator (p. 256).

The value of an overall generalist approach to preparation has been acknowledged and supported, primarily through the efforts of the professional associations (Council of Student Personnel Associations, 1965, 1969; American Personnel and Guidance Association, 1971; American College Personnel Association, 1967, 1975). Robinson (1966) analyzed statements about preparation generated by each of the three professional associations to determine substantive areas of 1)

responsibility and authority, 2) purposes and goals, 3) proposed curriculum and training experiences, and 4) emphasis and unique characteristics. In the first category of responsibility and authority, Robinson found the APGA statement to be the most comprehensive; in the second category, purpose and goals, the COSPA statement was the most comprehensive. Robinson found general agreement among all statements on the third category (p. 255). He concluded that the three statements represented general agreement on what ought to be included in preparation programs and he recommended seeking consensus on one statement for the field. Such consensus was both sought and achieved via subsequent statement revisions by ACPA (1967) and COSPA (1969) which reflected the cooperative agreement recommended by Robinson (1966).

Association statements in addition to other studies (Rhatigan, 1965; O'Banion, 1966) and earlier writings of Williamson (1952) supported the claim for a common core of knowledge that all student personnel staff should possess. O'Banion (1966, 1969) devised a curriculum theory which stated that "program is derived from purpose and function (1969, p. 249)." His study to determine the core of experiences that should be common to all student personnel practitioners in higher education included 1) psychology, 2) counseling principles and techniques, 3) practicum in student personnel work, 4) overview of student personnel work in higher education, 5) study of the college student, 6) sociology/anthropology, and 7) higher education. He also found that the use of the curricular theory was effective in determining a core program of preparation.

Numerous studies (Howtz, 1967; Davis, 1956; Williamson, 1961; Rhatigan, 1965; Rockey, 1972; Yates, 1977; Minetti, 1977) support the value of the internship/practicum experience in a student personnel preparation program. Howtz (1967) in a study to determine if internships contributed significantly to the development of student personnel practitioners found that practical experience and content courses should be concurrent.

More recent work in the content of preparation programs revealed an increased concern and emphasis on the end result of preparation; competencies and skills to have been acquired. Two statements by COSPA, (Cooper, 1971, and COSPA, 1974) incorporated student development philosophy of education in support of preparation programs which were competency based. The competency objectives were incorporated within roles as administrator, instructor, and consultant. The goal of professional preparation has become the preparation of people who in addition to having attained a high level of self development, had skills to collaborate with others in their self development. They were to be able to use competencies of assessment, goal setting, and change processes in implementing the roles of consultant, administrator, and instruction in relationship with individuals, groups, and organizations (COSPA, 1974, p. 78). ✓

### Models

Rodgers (1977) identified four major types of preparation programs in student personnel: 1) counseling, 2) administrative, 3) practice oriented, and 4) social intervention. Most preparation programs identified in the most recent ACPA Directory of Graduate

Preparation Programs in College Student Personnel (1980) can be classified in one of Rodgers' four types.

The student personnel education process-outcome mode, referred to as Sped Pom, is based upon student development principles. It synthesized elements of learner centered and competency-based education (Arner, Peterson, Arner, Hawkins, Spooner, 1976; Peterson, 1977; Spooner, 1979). The Sped Pom model was built on three components; substantive knowledge, acquisition of skills and techniques, and personal development and integration. Spooner (1979) recognized that objective assessment tools were needed. The benefits of the model were its wide array of courses and learning experiences and the emphasis on training to a person's strengths. Brown (1977) believed the greatest strength of the model was its breakdown of education and content areas into the three aforementioned components.

Rentz (1976) proposed a triadic model emphasizing a) three interrelated cores of learning (classroom, internship, and selfhood) and b) a sharing task force (an integrating agent of learning). The model was proposed as a result of perceived weaknesses in entry level employment positions, related job responsibilities, and expectation of and by graduate students. Rentz (1976) supports Howtz (1967) strong recommendation for a field based internship concurrent with classroom work.

Other models observed in the literature included a student activities model (Meabon, Bailey, Witten, 1975), a cooperation model (Hartley, 1969), a molar model (Caple, 1972), financial aid model (Bob, Lee, 1979) and communication model (Painter, 1979). Miller and Prince (1976) proposed an integrated model based upon the acquisition of

competencies in areas of goal setting, assessment, instruction, consultation, milieu management, and evaluation. Delworth and Hanson (1980) indicated that acquisition of critical competencies in similar areas of assessment and evaluation, instruction, counseling, and consultation should be the primary focus of preparation programs.

#### Preparation Program Assessments

Cowley (1957) noted the tendency to make appointments to key personnel positions for reasons having little to do with preparation for such duties (Hill and Green, 1960). Stamatakos (1981) made reference to the 1200 "crossovers" entering over field every year from other faculty positions, business, industry, the military, the clergy; all with little or no previous training or experience in student affairs work. Upcraft (1971) concluded that formal preparation has little effect on the student affairs practitioners' perception of their work.

At present preparation programs are administered through departments of counseling and guidance, psychology, educational psychology, higher education, or educational administration. When a separate program exists it is interdisciplinary in nature, involving course offerings from a wide range of departments with direct affiliation to counseling or higher education (Greenleaf, 1977). Cosby (1965) perceived the heavy emphasis on counseling as a source of role conflict for student affairs practitioners heavily engaged in administration. A study by Commission V of the National Association of Student Personnel Administrators (NASPA) of the attitudes of behavioral scientists toward the training and responsibilities of student personnel administrators revealed that a significant number of



behavioral scientists believed student affairs practitioners were very inadequately trained and that they lacked a thorough understanding of the problems with which they dealt and the effects of their work on students and faculty (Smith, Note 4).

Peterson (1977) offered a thorough summary of the assessed criticisms of student personnel preparation programs.

1. Student personnel education has not been sufficiently grounded in theory and research.
2. Graduate programs have been too eclectic.
3. Quality of programs is inconsistent.
4. Few student personnel educators have been trained for their roles.
5. Student personnel educators fail to practice what they preach.
6. Graduate students have been used as cheap labor (e.g., residence halls).
7. Ratio of students to faculty is often inexcusable.
8. Quality of theses and dissertations is below minimum standards.

A number of studies have been done, assessing graduate preparation programs at particular institutions (Davis, 1956; Broertjes, 1965; Bolton, 1974; Marler, 1977). In assessing the opinions of recent graduates as to the quality and effectiveness of these programs the findings revealed general satisfaction with the programs with recommendation for increased focus on experiential components (practicums and internships). A general profile study by Kuh, Greenlee, and Lardy (1978) supported these findings.

A longitudinal study of the graduate assistantship work training experience highlighted the importance of experiential learning in preparation programs (McGovern and Tinsley, 1976).

Various trends in preparation have been observed. There has been increased emphasis on training for the generalist rather than specialists (Emmet, 1963). There is a trend away from counseling and guidance courses as a prerequisite for student personnel work (Emmet, 1963). Riker (1977) observed that professional preparation programs are placing more responsibility on students for demonstrating learning and skill attainment and utilizing faculty more as supervisors, and resource persons. He believed that as the concept of competency-based curriculum receives greater attention, carefully planned learning modules would replace content courses.

#### Needs/Recommendations

Practicums and internships have been recognized as valuable components of preparation programs. Kirkbride (1972) recommended that 1) practicums be offered at the end of the formal training program, 2) greater emphasis be placed on exposure to generalists than specialists, 3) a team of supervisors rather than individuals be utilized (p. 84).

Increased recognition was made of the need to analyze training content in terms of actual job function and job expectations in an effort to lessen the disparity between training and job performance (Blaesser and Froelich, 1950; Stroughton, 1957).

Preparation programs must increase their attention to the administration and management of higher education (Appleton, Briggs,


Rhatigan, 1978). There has been a strong endorsement for a sharper focus on organizational development (Blaesser, 1978; McDaniel, 1972). A study by Yates (1977) of the perceptions of chief student personnel administrators and coordinators of preparation programs regarding intended learning outcomes of doctoral programs supports this. Yates (1977) found that respondents believe there is a need for greater emphasis on the development of management skills in preparation programs.

Trueblood (1966) recommended 1) that preparation programs be open to modification based upon varying training needs, 2) that preparation programs select qualified people for training, and 3) that preparation programs develop learning expectations which reflect the demands of professional positions. The results of a study by Tracey (1971) showed that a higher priority must be given to the evaluation of and improvement of existing preparation programs.

### Professional Competency

Competency results when an individual exhibits behavior that enables him to perform a particular administrative task in the most desirable manner (Southern States Cooperative Program in Educational Administration, 1955). A competency must be judged in reference to purpose and must be concerned with quality (p. 45).

No group can claim professional standing without explicit statements about what constitutes competence in the field and the means by which competence has been the beginning step in a total competency based program (McCleary, 1973).



Developing basic competencies of the successful professional has been seen as the purpose of professional education (Wolfe, 1980). Williamson (1958) in noting the diversity of needed professional competencies as a problem dimension of professional training indicated that the development of competency in one's own specialty as well as in their role with working with colleagues (faculty and staff) was critical.

Studies have been done to determine specific competencies necessary for the adequate function in professional higher education (Lynam, 1970; Davies, 1970). A study by Domeier (1977) developed competency tasks used by student affairs administrators and examined the training of administrators for the tasks. The results indicated that student affairs administrators did not agree on the applicability and frequency of using the tasks in their present positions. They also did not agree on the sources of training they had for each competency task. Minetti (1977) developed a list of entry level competencies to determine whether the locus of preparation for each competency was the formal student personnel preparation program or an assistantship. Ostroth (1979) utilized Minetti's (1977) competencies to determine what criteria employers used in evaluating candidates seeking entry level positions in student affairs. Hanson (Note 2) generated a list of 195 competencies using the Delphi technique and classifying the competencies according to dimensions of the T.H.E. model (Miller and Prince, 1976). A study by Newton and Hellenga (1974) to determine appropriate goals, objectives, and a direction for student personnel preparation programs established that a competency based approach was the preferred mode for training compared to traditional course-centered approaches. Riker (1977) also called for a

move toward a competency based, module model in lieu of more traditional offerings.

Competency assessment has represented an approach that evaluates performances, judges ability, and measures what can be demonstrated (Goldsmith, 1979). New ways of identifying and measuring competencies are needed to assure that the ability to perform competently is the ultimate goal. The primary concern should be given to the assessment and evaluation of professional performance outcomes (Pottinger, 1979).

Delworth and Yarris (1978) observed that more skills and competencies are required in the student services profession and that this must be addressed by those who aspire as trainers.

Practitioners and preparation program faculty through the direct and long term co-sponsorship of the profession's major and specialty associations, need to conduct joint research to determine needed and desired skills and competencies at all levels in the profession (Domeier, 1977). Once agreed on, through the medium of association-sponsored conferences, a vigorous and sustained dissemination and promulgation campaign should be undertaken to effect their acceptance and exercise in hiring, practicing performance objectives, and as instructional objectives in professional preparation programs (Knock, 1979; as cited in Stamatakos, 1981).

### Chapter Summary

This chapter contained a review of the literature related to the development of student personnel as a profession, the development of



preparation programs, and the identification and measurement of competencies identified in the literature.

The next chapter describes the methodology and design developed and utilized in implementing this study.

### CHAPTER III

#### RESEARCH DESIGN AND METHODOLOGY

This study was designed to determine if student personnel professional preparation programs educated specifically for the development of entry level competencies. Three groups of professionals in the field of student affairs were compared to determine their perception of the training graduates with master's degrees received in their preparation programs for the entry level competencies and to determine their perception of the importance of the competencies for entry level staff.

This chapter identifies and describes the following aspects of the study: research objectives, research populations, development of the instrument, endorsement of the study, administration of the instrument, treatment of the data, and a chapter summary.

##### Research Objectives

The purpose of this study was to determine if student personnel professional preparation programs educated for the development of entry level competencies.

The objective of the study was to provide answers to the following research questions:

1. Do recent graduates of master's level preparation programs in student personnel administration enter the field of student affairs with training in entry level competencies as a result of their preparation programs?

2. Do chief student affairs officers (CSAOs), directors of housing (DOH) and faculty (FTs) have similar perceptions of the training recent master's degree graduates of preparation programs in student personnel administration receive for the identified entry level competencies?
3. Is it important for recent master's degree graduates from student personnel administration preparation programs to have acquired these competencies prior to full time entry into the student affairs field?
4. Do CSAOs, DOHs, and FTs, have similar perceptions of the importance of these entry level competencies?

#### Research Population

The research population for this study included selected samples of chief student affairs officers (CSAOs) and directors of housing (DOHs) at four year public and private post secondary educational institutions and faculty (FTs) employed at institutions with departments offering graduate programs in student personnel administration leading to a Master's degree. A random sample of 150 CSAOs was selected from the voting delegate directory of the National Association of Student Personnel Administrators (NASPA). One hundred and forty-one DOHs at institutions which house 3000 or more students in university-operated residential facilities were selected from the directory of the Association of College and University Housing Officers International (ACUHO-I). One hundred and sixty-two FTs were selected from the Directory of Graduate Preparation Programs in College Student Personnel (American College Personnel Association 1980).

No studies have been reported in the literature which investigated the perceptions of both student affairs practitioners and faculty trainers regarding training in preparation programs for specified professional competencies. Indeed, there is no published research to

support the notion that those hired for student affairs positions possess the specified competencies or whether the preparation programs have prepared their graduates with these competencies.

These three samples of student affairs professionals were selected for a number of reasons. Chief Student Affairs Officers maintain overall ultimate responsibility for the hiring of professional staff in all student affairs departments. The quality of the student affairs staff frequently reflects the level of involvement the CSAO has with the staff. The CSAO approves and supports the expected minimal professional and educational requirements for all professional staff positions in the student affairs division.

Directors of Housing were selected because they represent a student affairs department which frequently maintains a large number of professional staff. Housing departments, providing residence facilities for 3000 students or more, hire and provide for a larger number of professional staff than do housing department which provide facilities for few than 3000 students. Departments of that size are more likely to maintain an annual operating budget, large enough to support a professionally trained residence hall staff. A study by Ostroth (1979) supports the observation that, by far, more entry level professional positions are available in the housing/residence life department than within the other departments of student affairs.

Faculty were selected primarily because they assume the responsibility for providing the formal academic and applied preparation in graduate programs of student personnel work. Their responsibility is to direct the development of graduate students who

represent prospective entry level professionals into the student affairs field.

### Development of the Instrument

Extensive review of the literature and previous studies of competencies necessary for student affairs staff (Yates, 1977; Newton and Richardson, 1976; Minetti, 1977, Domeier, 1977; Ostroth, 1979; Hanson, Note 2) resulted in the development of a selected list of expected entry level professional competencies for student personnel work. The Tomorrow's Higher Education (T.H.E.) model (Miller and Prince, 1976) was used as the foundation for a conceptual framework, providing categories for the competencies which were identified. A slight modification to the model was accomplished consistent with Hanson's (American College Personnel Association, 1977) taxonomy of competencies, Delworth and Hanson's (1980) recommendations, and consistent with the need to provide a framework adequate for specific, entry level competencies.

Hanson's (Note 2) ACPA sponsored study used the T.H.E. model for identifying student affairs staff competencies. Twenty-eight leaders in ACPA responded to a Delphi survey which eventually led to Hanson's identification of 195 competencies in areas of goal setting, assessment, consultation, instruction, milieu management, and evaluation. Hanson's study requested response from ACPA leaders regarding which competencies were considered most important. Those competencies were identified, categorized, and accumulated by this researcher as part of an overall competency taxonomy from which the final, entry level competency list was derived.



Domeier (1977) deductively generated 58 administrative competency tasks under the following categories: budget management, cooperative relationships, communication, leadership, personnel management, professional development, research and evaluation, and student contact. This researcher added these competencies to the taxonomy developed for entry level competency deviation. Competency tasks from Domeier's study, which overlapped with Hanson's study were eliminated.

Minetti (1977) derived 47 entry level competencies judged to be important for entry level student affairs staff. He identified these competencies under the following categories: counseling, human relations and interpersonal skills; theory and practice of administration and management; research, testing, and measurement; historical, philosophical, and social foundations; meeting student needs; and professional purpose and role identity. This researcher added competencies to the developing competency taxonomy, eliminating those competencies which were duplicated in the other studies.

The competency taxonomy developed by the researcher from the previous studies numbered 134. Overlap, duplication, and evidence of common themes enabled the researcher to derive 71 entry level competencies. With the assistance, support and approval of faculty at the University of Florida, the 71 entry level competencies were analyzed; some were eliminated; and the balance were categorized within the modified conceptual framework.

The categories identified from the modified T.H.E. conceptual model and the 33 entry level professional competencies utilized in the study included the following:

## I. Goal Setting

1. Write behavioral objectives
2. Identify and articulate institution's goals and policies to students
3. Teach students the consequences of their behavior
4. Engage in systematic planning

## II. Consultation

5. Recognize and use expertise of others
6. Facilitate group problem solving and group decision making
7. Facilitate staff development through in-service training
8. Work effectively with a diversity of individual students and faculty

## III. Communication

9. Analyze and write memos and reports
10. Make effective use of verbal and nonverbal skills in group presentations
11. Perceive and accurately interpret attitudes, beliefs, and needs of others
12. Represent student concerns to other campus groups
13. Recognize and define confidentiality practices and procedures
14. Determine usage of office management procedures (i.e. secretarial services, business machine operation, print and non print media)

## IV. Assessment and Evaluation

15. Assess student needs
16. Analyze and interpret program needs and requests
17. Design student programs based on student needs
18. Interpret and understand various evaluation strategies
19. Identify and understand various evaluation strategies
20. Design and implement a program to evaluate staff

21. Revise programs on the basis of evaluation data
22. Recognize and analyze interpersonal problems

#### V. Environmental and Organizational Management

23. Develop and administer a budget
24. Organize resources (people, material) to carry out program activities
25. Understand institutional mission, objectives, and expectations
26. Know and utilize effective decision making strategies
27. Accept authority and responsibility and delegate as appropriate
28. Identify and utilize available financial resources
29. Mediate conflict among students, campus, and/or community groups
30. Recognize and accept the ethical consequences of personal and professional behavior
31. Select, train, and supervise staff
32. Manage physical resources and facilities
33. Adjudicate student conduct matters effectively

An instrument including these competencies and categories was developed for use in this study. Part I of the instrument requested common demographic information from respondents; age, highest earned degree, length of time in current position, length of time in the field of student affairs, type of institution where employed, institutional enrollment, the field(s) in which advanced degrees were earned, and membership in professional associations. Those responding to the practitioner instrument were asked to indicate the number of their professional staff who have been hired in a first professional student job since they have served at their current position level (at their current institution and any previous institutions) and how many such

entry level staff earned a Master's degree in a field related to student affairs. Those responding to the faculty instrument were asked to indicate how many students had graduated from the respondent's academic program with a master's degree, if the respondents had ever (currently or at one time) served in an administrative capacity in student affairs, and if so, in what capacity.

Part II of the instrument requested that recipients in each sample respond to each competency by indicating 1) if recent master's degree graduates of preparation programs in student personnel administration have possessed the competency and 2) the importance of the competency for assuming an entry level staff position. The recipients of the instrument were asked to respond twice to each competency by circling the number which best reflected their perception based on the following key:

Indicate the extent of your agreement with the following statement for each competency.

"Recent master's degree graduates in student personnel administration possess this competency."

Indicate the extent to which you believe each competency is important for assuming an entry level staff position

Possession of Competency

1. Disagree strongly (DS)
2. Disagree (D)
3. Agree (A)
4. Agree strongly (AS)

Importance of the Competency

1. Not important (NI)
2. Of little importance. (LI)
3. Important (I)
4. Not important (NI)

The instrument was pilot tested at the University of Florida using five student affairs administrative staff and five faculty members in the department associated with the preparation program for student personnel administration. The pilot test requested: 1) respondents' evaluation of the competencies, 2) respondents' understanding of the intent of the study, and 3) any suggestions they could offer.

Feedback from a 100% return on the pilot test enabled the researcher to make necessary revisions and alterations in the instrument. All competencies were evaluated to be appropriate for use in the study. As a result of the pilot test and extensive evaluation and critique by members of the faculty and student affairs staff, face validity was assumed for the instrument.

Although it may have been possible to generate similar data by means of other instrumentation (for example, structured interviews) three considerations qualified the use of the instrument: 1) the extensive nature of the information to be gathered and the consequent data analysis, 2) financial and time constraints, and 3) the need to avoid the possible bias and subjectivity on the part of both the researcher and respondents (Borg, 1963, Hillway, 1969, Macoby and Macoby, 1954; as cited in Domeier, 1977, p. 6).

#### Endorsement of the Study

That the need exists to conduct additional research in this area has received strong support in the literature (Sandeem, 1982; Stamatakos, 1981; Domeier, 1977; Minetti, 1977; Newton and Richardson, 1976; Rhatigan, 1965). The results of this study may be of significant interest and value to all professionals who practice and teach in the student personnel profession. The results may provide information useful to those who plan and develop preparation programs as well as provide information about the kind of training entry level professionals have received. A letter of endorsement for the study was provided by the Vice President of Student Affairs at the University of Florida, the Supervisor of the study, whose own interests in this area parallel those of the researcher. The researcher also sought



and obtained a letter of support and endorsement from the Research and Information Committee of the Association of College and University Housing Officers International (ACUHO-I). Both endorsement letters expressed recognition and support of this study and encouraged the respondents to promptly complete and return the questionnaire. The ACUHO-I endorsement letter accompanied only instruments sent to the sample of DOHs.

#### Administration of the Instrument

Initial distribution of the instrument was accomplished through a mailout. Each of the 453 potential respondents, representing CSAOs, DOHs, and FTs, received a cover letter indicating the purpose of the study, endorsement letters appropriate to the respective sample, and the two-part questionnaire. The cover letter was reproduced on official stationery of the University of Florida student affairs division in order to lend additional credibility to the study (See Appendix). The cover letter outlined the primary purpose of the study, defined specific terms used in the investigation, and requested that the recipient complete and return the questionnaire via the self addressed, prepaid postage envelope included in each mailout. The cover letter requested return of the questionnaire within two weeks and provided assurances of confidentiality in all aspects of the investigation.

Feedback received from the pilot test had enabled the researcher to design an instrument package to enhance recipient understanding as well as encourage a high response rate. The instruments were numbered 1 through 453 for follow-up purposes.

A follow-up post card urging recipient participation in and support for the study was sent two weeks after the first mailout to

recipients who had failed to respond to the initial request (See Appendix). This request asked that the instrument be returned within two weeks.

#### Treatment of the Data

Responses obtained on each of the 33 competencies in Part II of the instrument yielded an individual score for each competency on possession and importance.

Responses to the question on possession provided a measure of the extent to which respondents in each sample perceived entry level staff to possess or not possess each competency.

Responses to the question on importance provided a measure of the extent to which respondents in each sample perceived each competency important or not important for the assumption of an entry level staff position.

The Statistical Analysis System (SAS) computer program was the primary tool used in analyzing the data. This program system enabled the researcher to perform various types of data analysis relevant to the design of the study.

All instruments were number coded to allow for identification with the appropriate sample. The results from all useable, returned instruments were transferred on to data coding sheets and subsequently punched on to IBM cards.

Procedures were selected from the SAS program which enabled the researcher to answer the research questions asked in the study. Those questions were as follows:

#### Research Questions

1. Do recent graduates of master's level preparation programs in student personnel administration enter the field of student affairs

with training in entry level competencies as a result of their training programs?

2. Do CSAOS, DOHs, and FTs have similar perceptions of the training recent master's degree graduates of preparation programs in student personnel administration receive for the identified entry level competencies?
3. Is it important for recent master's degree graduates from student personnel preparation programs to have acquired these competencies prior to full time entry into the student affairs field?
4. Do CSAOs, DOHs, and FTs have similar perceptions of the importance of these entry level competencies?

Frequencies procedures were applied to the questions in Part I of the instrument providing percentage responses for each item on all respondents.

An analysis of variance for repeated measures was applied to the data from Part II to provide measures of central tendency for each respondent group on the possession and importance variables.

A multivariate analysis of variance was conducted on categories and competencies for each group for variables of possession and importance to determine similarity/differences among the three groups of their perceptions of possession and importance of each category and competency. If differences were observed at the .05 level of significance for any category or competency on possession or importance Duncan's multiple range test was performed to determine between what groups a significant difference existed.

### Chapter Summary

The design and methodology incorporated in the study has been outlined in this chapter consisting of a) research objectives, b) research populations, c) development of the instrument, d)

endorsement of the study, e) administration of the instrument, and f) treatment of the data. Chapter IV presented a detailed review and description of the data obtained in this study.

## CHAPTER IV

### PRESENTATION OF THE DATA

The data presented in this chapter were collected from a research instrument administered to three groups of student affairs professionals; faculty (FTs) at institutions offering master's degree programs in student personnel administration, directors of housing (DOHs), and chief student affairs officers (CSAOs) at four year public and private post secondary educational institutions. The instrument was developed from an extensive review of the literature including previous studies of competencies determined to be necessary for entry level student affairs staff. The instrument included 33 entry level, professional competencies, organized into five categories. The primary purpose of the study was to determine if professional preparation programs in student personnel administration educated for the development of these competencies. Specifically, the study sought to provide answers to the following questions for investigation:

1. Do recent graduates of master's level preparation programs in student personnel administration enter the field of student affairs with training in entry level competencies as a result of their preparation programs?
2. Do chief student affairs officers (CSAOs), directors of housing (DOHs) and faculty (FTs) have similar perceptions of the training recent master's degree graduates of preparation programs in student personnel administration receive for the identified entry level competencies?



3. Is it important for recent master's degree graduates from student personnel preparation programs to have acquired these competencies prior to full time entry into the student affairs field?
4. Do CSAOs, DOHs, and FTs have similar perceptions of the importance of these entry level competencies?

Of the 453 CSAOs, DOHs, and FTs who were mailed a copy of the instrument, 260 (57.4%) useable instruments were returned. A breakdown of the rate of return indicated that 91 of 150 (60.67%) CSAOs, 94 of 141 (66.67%) DOHs and 75 of 162 (46.30%) of FTs representing 48 (59%) of the 81 preparation programs returned usable instruments.

The data included in this chapter are presented to address the four questions for investigation in this study and will be organized in to the following sections: a) demographic profile of respondents; b) data on possession of competencies; c) data on importance of competencies; d) statistical comparisons among groups; and e) a chapter summary. A copy of the research instrument appears in Appendix A.

#### Demographic Profile of Respondents

A summary of demographic information for respondents in all three groups is provided in Table 1. Total respondents to the study were 260 including 75 FTs, 94 DOHs, and 91 CSAOs. Responses to the item pertaining to institutional type revealed that the majority of all respondents (77.7%) are currently employed at public institutions. There were some differences on this item between groups. An overwhelming majority (90.7%) of FTs and DOHs (85.1%) were employed in the public sector while the CSAO group reported a somewhat smaller number working in public higher education (59.3%).

TABLE 1  
DEMOGRAPHIC PROFILE FOR FACULTY (FTs), DIRECTORS OF HOUSING (DOHs),  
AND CHIEF STUDENT AFFAIRS OFFICER'S (CSAOs)

CHARACTERISTIC	FTs		DOHs		CSAOs		CUMULATIVE	
	N	Percent	N	Percent	N	Percent	N	Percent
<u>Institutional Type</u>								
Public	68	90.7	80	85.1	54	59.3	202	77.7
Private	7	9.3	14	14.9	37	40.7	58	22.3
<u>Institutional Enrollment</u>								
Under 5000	4	5.3	0	---	35	38.5	39	15
5000 - 9999	13	17.3	23	24.5	19	20.9	55	21.2
10000 - 14999	12	16	21	22.3	12	15.4	47	18.1
15000 - 20000	12	16	15	16	9	9.9	36	13.9
over 20000	34	45.3	35	37.2	14	15.4	83	31.9
<u>Time at Current Position Level</u>								
Less than five years	13	17.3	51	54.3	34	37.8	98	37.8
5 - 10 years	15	20	22	23.4	29	32.2	66	25.5
11 - 15 years	22	29.3	16	17	14	15.6	52	20.1
more than 15 years	25	33.3	5	5.3	13	14.4	43	16.6

TABLE 1 Continued

CHARACTERISTICS	FTs		DOHs		CSAOs		CUMULATIVE	
	N	Percent	N	Percent	N	Percent	N	Percent
<u>Time Employed in Student Affairs Higher Education</u>								
Less than 5 years	2	2.7	4	4.3	2	2.2	8	3.1
5 - 10 years	6	8.2	27	29	7	7.7	40	15.6
11 - 15 years	22	30.1	31	33.3	29	31.9	82	31.9
more than 15 years	43	58.9	31	33.3	53	58.2	127	49.4
<u>Age</u>								
25 - 35 years	3	4	33	35.9	10	11	46	17.8
36 - 45 years	30	40	43	46.7	44	48.4	117	45.4
46 - 55 years	23	30.7	13	14.1	30	33	66	25.6
over 55 years	19	24.3	3	3.3	7	7.7	28	10.9
<u>Highest Earned Degree</u>								
Bachelor's	0	---	4	4.3	0	---	4	1.5
Master's	3	4	56	59.2	26	28.6	85	32.7
Specialist	0	---	0	---	1	1.1	1	.4
Doctorate	72	96	34	36.2	64	70.3	170	65.4



The population in this study reported much variation in the size of respective employing institutions. No clear majority of the population worked in a particular size institution with respect to enrollment although, the largest number (31.9%) worked in institutions with enrollments over 20,000 students. Again, there were differences among the groups with respect to enrollment at employing institutions. A majority of FTs (45.3%) reported employment at institutions with over 20,000 enrolled students. More DOHs (37.2%) worked at large institutions of over 20,000 students, but their numbers were more equally spread among the other size ranges with the exception of the under 5000 category. No DOHs reported employment in institutions of that size, not surprising given the fact that all DOHs in the population directed programs which housed 3000 or more students on campus. The largest number of CSAOs (38.5%) reported employment at institutions with enrollment under 5000.

The largest number of the total population (37.8%) reported that they had been employed at their current position level for less than five years. Variations among the groups revealed that a large number of FTs (33.3%) had worked at their current level for over 15 years with the next largest group of FTs (29.3%) reporting employment at their current level for 11-15 years. Both practitioner groups differed with FTs. The majority of DOHs (54.3%) reported employment at their current level for less than five years. The greatest number of CSAOs have worked at their current level either for less than five years (37.8%) or from 5-10 years (32.2%).



The majority of the population of respondents reported employment in student affairs/higher education for more than 15 years (49.4%). This was consistent among all three groups with the largest number of each group reporting such an employment commitment for over 15 years.

The largest portion of the population reported their ages between 36-45 years (45.4%). This was consistent among each of the three groups with the largest percentage of each group reporting this age range.

The majority of the population indicated that a doctorate was the highest earned degree (65.4%). Some differences among groups revealed that FTs reported the highest number of earned doctorates (96%) followed by CSAOs (70.3%) and DOHs (36.2%).

Differences among the three groups were noted among respondents with advanced degrees in a field related to higher education. FTs reported the largest percentage of doctorates (93.3%) followed by CSAOs (60.4%) and DOHs (35.1%). DOHs reported the largest percentage of master's degrees earned in a field related to higher education (75.5%) followed by CSAOs (65.9%) and FTs (62.7%).

All respondents were asked to indicate the institution(s) where any advanced degrees were earned. A summary of responses indicated that particular institutions were the choice of many of the respondents. Among the 42 institutions identified as those where FTs earned master's degrees, Teacher's College of Columbia University (5) and Indiana University (5) were named most. FTs identified 34 different institutions where their doctoral degrees were earned with Indiana

University (7), Michigan State (5), Ohio State (4), Teacher's College, Columbia (4), Florida State (3), and University of Iowa (3) named most often. CSAOs identified 51 different institutions where the group earned master's degrees. Southern Illinois University (6), Michigan State (6), Syracuse University (4), and Indiana University (4) were named most often. CSAOs identified 36 different institutions where the group reported earning doctoral degrees. Indiana University (8), Michigan State (6), Ohio State (3), and Florida State (3) were named most often. DOHs identified 63 different institutions where the group reported earning master's degrees. Indiana University (10) and Michigan State (7) were the only institutions named by more than two DOHs. DOHs, as a group, reported the smallest number having earned a doctorate (34). Of that number, 22 institutions were identified by the group as the degree granting institution. Indiana University (5) and Michigan State (5) were the only institutions named by more than two DOHs.

Membership in professional associations was reviewed for the total population. It is indicated in Table 1 that the largest number of respondents (69.2%) reported membership in the National Association of Student Personnel Administrators (NASPA), followed by membership in American College Personnel Association (ACPA) (56.9%). A large number of respondents (43.5%) reported membership in professional associations other than those identified on the research instrument.

The two practitioner groups in the population (DOHs and CSAOs) were asked to respond to two specific questions. Their responses to

TABLE 2  
SPECIFIC PRACTITIONER RESPONDENT (DOH AND CSAO) DATA

Characteristic	DOH		CSAO	
	N	Percent	N	Percent
<u>Number of your staff hired in first professional student affairs job since employed at current position level</u>				
Less than 5	22	23.4	17	19.5
5 - 10	22	23.4	29	33.3
11 - 20	20	21.3	11	12.6
more than 20	30	31.9	30	33.5
<u>Number of your staff hired in first professional student affairs job with master's degree in field related to higher education.</u>				
Less than 5	26	28.3	21	24.7
5 - 10	25	27.2	29	34.1
11 - 20	17	18.5	16	18.8
more than 20	24	26.1	19	22.4

these items are summarized in Table 2. Each group was asked to report the number of full time staff they had hired in a first professional student affairs job since being employed at their current position level. The largest percentages of both DOHs and CSAOs reported hiring more than 20 such staff (DOH - 31.9%, CSAO - 33.5%). DOHs and CSAOs were each asked to indicate how many of these newly hired student affairs staff had earned a master's degree in a field related to higher education. The results revealed a smaller percentage of each group had hired more than 20 staff trained in higher education (DOH - 26%, CSAO - 22.4%).

FTs were asked to respond to three items in the research instrument specific to their group. It is shown in Table 3 that the largest percentage of FTs (76.8%) reported that in the time they had served as a faculty member at their respective institution, over 50 students had received a master's degree from that particular preparation program. Most FTs (57.3%) were not currently serving in an administrative capacity in either academic or student affairs and many (50.7%) have never served in an administrative capacity in either student or academic affairs. Among those FTs who currently serve or have served in an administrative capacity in student or academic affairs the largest percentages reported service in residence hall/housing (41.3%), counseling center (40%), or dean of students office (42.7%).

#### Data on Possession of Competencies

One of the four primary objectives of this study was to determine whether graduate training programs in student personnel administration were actually preparing recent master's degree recipients with

TABLE 3  
SPECIFIC FACULTY RESPONDENT (FT) DATA

CHARACTERISTIC	N	PERCENT
Number of students graduating from your academic program with a master's degree since you have been employed in your current professional capacity.		
Less than 10	2	2.9
10 - 20	3	4.4
21 - 50	11	15.9
More than 50	53	76.8
Currently serving in administrative capacity in student affairs or academic affairs.		
Yes	32	42.7
No	43	57.3
If not currently, have ever served in administrative capacity in student affairs or academic affairs.		
Yes	37	49.3
No	38	50.7



TABLE 3 Continued

CHARACTERISTIC	FT	N	PERCENT
<u>Current or previous administrative service</u>			
Residence Halls/Housing		31	41.3
Student Activities/Unions		22	29.3
Financial Aid		10	13.3
Counseling Center		30	40.0
Career Planning/Placement		10	13.3
Dean of Students Office		32	42.7
Chief Student Affairs Officer		10	13.3
Academic Department Head		16	21.3
Chief Academic Officer		1	1.3

training in the competencies necessary to function effectively in an entry level position in student affairs. This objective was stated as research question one.

1. Do recent graduates of master's level preparation programs in student personnel administration enter the field of student affairs with training in entry level competencies as result of their preparation programs?

The instrument used in this study contained 33 competency items organized in five conceptual categories. Those categories were:

- I Goal Setting
- II Consultation
- III Communication
- IV Assessment and Evaluation
- V Environmental and Organizational Management

The extent to which each of the three research groups perceived that recent master's graduates of preparation programs enter the field of student affairs with training in the competencies was determined by asking each group of participants to assess the extent to which they perceived recent graduates to have possessed each competency. Each group of participants was asked to assess possession through their response to the following statement for each competency: "Recent master's degree graduates possess this competency." Each participant in the study responded to the statement on the following four-point scale.

Possession of the Competency

- 4 - Agree strongly (AS)
- 3 - Agree (A)
- 2 - Disagree (D)
- 1 - Disagree strongly (DS)

The extent to which each group agreed with the statement for each category and competency provided the measure to determine the extent to which each group perceived recent master's graduates to be in possession of the competencies. Mean scores and standard deviations for each category and competency were reported and examined to determine the extent to which each group agreed with possession of the competencies by recent graduates. Differences between groups regarding the extent of their agreement with possession will be examined later in the study.

I. Goal Setting. Mean scores and standard deviations of faculty (FTs), director's of housing (DOHs) and chief student affairs officers (CSAOs) for extent of agreement with possession of the competencies in the category of goal setting are reported in Table 4. For all groups, the highest mean scores for extent of agreement on possession were for competency No. 3, "teach student to deal with the consequences of their behavior." The lowest FT mean score for extent of agreement on possession was for competency No. 1, "write goals and objectives (2.867). The lowest mean scores for both DOHs (2.532) and CSAOs (2.648) were for extent of agreement on possession of competency No. 4, "engage in systematic planning." Mean scores for extent of agreement with possession for the category of Goal Setting were less than 3.0 for DOHs (2.750) and CSAOs (2.782) indicating a tendency in the direction toward the "disagree" response range on possession of competencies in this category. The mean score for FTs for extent of agreement with possession for the category of goal setting (3.117) indicated a tendency in the direction toward the "agree"

TABLE 4  
 MEAN SCORES AND STANDARD DEVIATIONS FOR FACULTY (FTs),  
 DIRECTORS OF HOUSING (DOHs) AND CHIEF STUDENT AFFAIRS OFFICERS (CSAOs)  
 ON EXTENT OF AGREEMENT WITH POSSESSION OF COMPETENCIES IN THE  
 CATEGORY OF GOAL SETTING

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
I Goal Setting						
1. Write Goals and Objectives	3.117	.460	2.750	.424	2.782	.417
2. Identify and Articulate Institution's goals and policies to students	2.867	.722	2.691	.640	2.756	.641
3. Teach students to deal with the consequences of their behavior	3.253	.680	2.830	.580	2.733	.667
4. Engage in systematic planning	3.311	.661	2.947	.628	3.000	.558
	3.040	.667	2.532	.683	2.648	.621

<sup>a</sup>  
n=75

<sup>b</sup>  
n=94

<sup>c</sup>  
n=91

range on possession of competencies in his category. Standard deviations for all groups on all competencies were less than 1.0.

II Consultation. Mean scores and standard deviations for each of the three groups for extent of agreement with possession of competencies in the category of Consultation are reported in Table 5. For all groups the highest mean scores were for competency No. 5, "recognize and use expertise of others." The lowest FT mean score was for competency No. 7, "facilitate staff development through in-service training (3.080). DOHs reported the lowest mean score for competency No. 6, "facilitate group problem solving and group decision-making" (2.872). The lowest CSAO mean score was for competency No. 7, "facilitate staff development through in-service training" (2.644). Mean scores for FTs for every competency in this category and for the category itself (3.303) were greater than 3.0, indicating a tendency in the direction toward the "agree" response range or possession for this category of competencies. Mean scores of DOHs for all competencies in this category were less than 3.0. Mean scores of DOHs (2.921) and CSAOs (2.846) on possession for the category of Consultation were less than 3.0, indicating a tendency in the direction of the "disagree" response range for this category of competencies. Standard deviations for each respondent group were less than 1.0 for all competencies.

III Communication. Mean scores and standard deviations for each of the three groups for extent of agreement with possession of the competencies in the category of Communication are reported in Table 6. The highest mean score for FTs (3.320) was for competency No. 10, "make effective use of verbal and non-verbal skills in group



TABLE 5  
MEAN SCORES AND STANDARD DEVIATIONS FOR FACULTY (FTs),  
DIRECTORS OF HOUSING (DOHs) AND CHIEF STUDENT AFFAIRS OFFICERS (CSAOs)  
ON EXTENT OF AGREEMENT WITH POSSESSION OF COMPETENCIES  
IN THE CATEGORY OF CONSULTATION

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
II Consultation	3.303	.478	2.921	.422	2,846	.387
5. Recognize and Use Expertise of Others	3.413	.639	2.979	.604	3.022	.577
6. Facilitate Group Problem Solving and Group Decision-Making	3.347	.581	2.872	.609	2.824	.529
7. Facilitate Staff Development Through In-Service Training	3.080	.731	2.935	.656	2.644	.641
8. Work Effectively With A Diversity Individual Students	3.373	.610	2.892	.616	2.901	.716

<sup>a</sup> n=75

<sup>b</sup> n=94

<sup>c</sup> n=91

TABLE 6  
MEAN SCORES AND STANDARD DEVIATIONS FOR FACULTY (FTs),  
DIRECTORS OF HOUSING (DOHs) AND CHIEF STUDENT AFFAIRS OFFICERS (CSAOs)  
ON EXTENT OF AGREEMENT WITH POSSESSION OF COMPETENCIES  
IN THE CATEGORY OF COMMUNICATION

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
III. Communication	3.020	.387	2.692	.371	2.744	.341
9. Analyze and Write Means and Reports	2.838	.663	2.479	.699	2.604	.664
10. Make Effective Use of Verbal and Nonverbal Skills in Group Presentations	3.320	.524	2.862	.541	2.846	.536
11. Perceive and Accurately Interpret Attitudes, Beliefs, and Needs of Others	3.200	.615	2.798	.540	2.791	.483
12. Represent Student Concerns to Other Campus Groups	3.054	.660	2.872	.533	2.868	.521
13. Recognize and Define Confidentiality Practices and Procedures	3.307	.636	2.946	.697	3.044	.598
14. Determining Usage of Office Management Procedures	2.411	.663	2.193	.612	2.279	.567
	<sup>a</sup> n=75		<sup>b</sup> n=94		<sup>c</sup> n=91	

presentations." DOHs (2.946) and CSAOs (3.044) each indicated a highest mean score for possession of competency No. 13, "recognize and define confidentiality practices and procedures." All three groups reported lowest mean scores on possession for competency No. 14, "determining use of office management procedures." The mean score for FTs for the category of Communication (3.020) was above 3.0. Mean scores for DOHs (2.692) and CSAOs (2.744) for the category of Communication were less than 3.0, indicating a tendency in the direction toward the "disagree" range with respect to possession of competencies in the this category. Standard deviations for each respondent group were less than 1.0 for all competencies in this category.

IV Assessment and Evaluation. Mean scores and standard deviations for each of the three groups for extent of agreement with possession of the competencies in the category of Assessment and Evaluation are reported in Table 7. For all groups the highest mean scores were for competency No. 22, "recognize and analyze interpersonal problems." Each group reported a lowest mean score for a different competency. Mean scores for CSAOs, were less than 3.0 for every competency in the category. Mean scores for each group for the category of Assessment and Evaluation were less than 3.0, indicating a tendency in the direction toward the "disagree" range on possession for competencies in this category. Standard deviations for each group were less than 1.0 for all competencies in this category.

V Environmental and Organizational Management. Mean scores standard deviations of the three research groups for extent of agreement with possession of the competencies in the category of Environmental and Organizational Management are reported in Table 8. The

TABLE 7  
MEAN SCORES AND STANDARD DEVIATIONS FOR FACULTY (FTs),  
DIRECTORS OF HOUSING (DOHs) AND CHIEF STUDENT AFFAIRS OFFICERS (CSAOs)  
ON EXTENT OF AGREEMENT WITH POSSESSION OF COMPETENCIES  
IN THE CATEGORY OF ASSESSMENT AND EVALUATION

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
IV. Assessment and Evaluation	2.930	.411	2.673	.428	2.611	.415
15. Assess Student Needs	3.160	.570	2.796	.543	2.744	.646
16. Analyze and Interpret Program Needs and Requests	3.000	.601	2.723	.557	2.667	.519
17. Design Student Programs Based on Student Needs	3.095	.601	2.798	.681	2.767	.582
18. Interpret and Understand Various Evaluation Strategies	2.800	.593	2.489	.668	2.444	.602
19. Identify and Understand Various Evaluative Strategies	2.797	.596	2.457	.650	2.449	.544
20. Design and Implement a Program to Evaluate Staff	2.547	.599	2.553	.633	2.373	.661
21. Revise Programs on the Basis of Evaluation Data	2.773	.727	2.553	.633	2.516	.584
22. Recognize and Analyze Interpersonal Problems	3.253	.572	3.000	.568	2.912	.590
	<sup>a</sup> n=75		<sup>b</sup> n=94		<sup>c</sup> n=91	

TABLE 8  
MEAN SCORES AND STANDARD DEVIATIONS FOR FACULTY (FTs),  
DIRECTORS OF HOUSING (DOHs) AND CHIEF STUDENT AFFAIRS OFFICERS (CSAOs)  
ON EXTENT OF AGREEMENT WITH POSSESSION OF  
COMPETENCIES IN THE CATEGORY OF ENVIRONMENTAL AND ORGANIZATION MANAGEMENT

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
V. Environmental and Organizational						
Management	2.934	.441	2.630	.431	2.667	.400
23. Develop and Administer a Budget	2.507	.742	1.925	.797	2.187	.698
24. Organize Resources (People, Material) to carry out Program						
Activities	3.120	.569	2.787	.602	2.824	.589
25. Understand Institutional Mission, Objectives, Expectations	3.013	.668	2.500	.684	2.615	.628
26. Know and Utilize Effective Decision-Making Strategies	3.095	.528	2.649	.617	2.670	.633
27. Accept Authority and Responsibility and Delegate as Appropriate	3.014	.712	2.670	.753	2.802	.600
28. Identify and Utilize Available Financial Resources	2.712	.754	2.393	.736	2.495	.721
29. Mediate Conflict Among Students, Campus, and/or Community Groups	3.000	.667	2.902	.575	2.813	.536
	<sup>a</sup> n=75		<sup>b</sup> n=94		<sup>c</sup> n=91	

TABLE 8 Continued

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
30. Recognize and Accept the Ethical Consequences of Personal and Professional Behavior	3.562	.601	2.783	.708	3.011	.548
31. Select, Train, and Supervise Staff	2.853	.692	3.022	.534	2.703	.691
32. Manage Physical Resources and Facilities	2.733	.664	2.424	.667	2.549	.654
33. Adjudicate Student Conduct Effectively	2.707	.610	2.804	.579	2.670	.597
a n=75		b n=94		c n=91		



highest mean scores for FTs (3.562) and CSAOs (3.011) were for competency No. 30, "recognize and accept the ethical consequences of personal and professional behavior." The highest mean score for DOHs (3.022) was for competency No. 31, "select, train, and supervise staff." The lowest mean scores for all groups were for competency No. 23, "develop and administer a budget." The mean scores for all three groups for the category of Environmental and Organizational Management were under 3.0, indicating a tendency for each group in the direction toward the "disagree" range with respect to possession of competencies in this category. Standard deviations for each group were less than 1.0 for all competencies in this category.

Summary of Data on Possession of Competencies. Each group reported its highest mean score on possession for the same competency in the categories of Goal Setting, Consultation, and Assessment and Evaluation. Each group reported its lowest mean score on possession for the same competency in the categories of Communication and Environmental and Organizational Management. Mean scores for DOHs were less than 3.0 for all competencies in categories of Goal Setting, Consultation, and Communication, and for CSAOs in the category of Assessment and Evaluation. Mean scores for FTs were greater than 3.0 for all competencies in the category of Consultation. Mean scores for DOHs and CSAOs were below 3.0 for every category indicating a tendency in the direction toward the disagree range with respect to possession of competencies in this study. Mean scores for FTs were above 3.0 for the categories of Goal Setting (3.117), Consultation (3.303), and Communication (3.020), indicating a tendency in the

direction toward the "agree" range on possession of competencies in these categories. Mean scores for FTs were below 3.0 for the categories of Assessment and Evaluation (2.930) and Environmental and Organizational Management (2.934) indicating a tendency toward the "disagree" range on possession of competencies in these categories.

#### Data on Importance of Competencies

Another of the four primary objectives of this study was to determine to whether these competencies were important for recent master's degree recipients to have acquired prior to assuming an entry level position in the student affairs field. This objective was stated as research question 3.

3. Is it important for recent master's degree graduates of student personnel preparation programs to have acquired these competencies prior to full time entry into the student affairs field?

The extent to which each of the three groups perceived it important for recent master's graduates of preparation programs to have acquired these competencies was determined by asking each group to indicate the extent to which they believed each competency was important for assuming an entry level staff position. Participants in each of the three groups assessed the extent of importance for each competency according to the following four-point scale:

#### Importance of the Competency

- 4 - essential (E)
- 3 - important (I)
- 2 - of little importance (LI)
- 1 - not important (N)

Mean scores and standard deviations for each category and competency

were reported and examined to determine the extent to which each group found the competencies important for the assumption of entry level positions in student affairs. Differences between the groups on the extent of their perception of the importance of these competencies will be examined later in the study.

I. Goal Setting. Mean scores and standard deviations of faculty (FTs), directors of housing (DOHs), and chief student affairs officers (CSAOs) for extent of importance of the competencies in the category of Goal Setting are reported in Table 9. For DOHs (3.777) and CSAOs (3.725) the highest mean scores were for competency No. 3, "teach students to deal with the consequences of their behavior." FTs reported the highest mean score for competency No.2, "identify and articulate institutions goals and policies to students" (3.613). All three groups reported a lowest mean score for competency No. 1, "write behavioral objectives." Mean scores for DOHs were greater than 3.0 for every competency in the category of goal setting. Mean scores for the category of Goal Setting were greater than 3.0 for FTs (3.378), DOHs (3.415), and CSAOs (3.410) indicating a tendency in the direction toward the importance of the competencies in this category for assuming an entry level staff position. Standard deviations for each group were less than 1.0 for all competencies in this category.

II. Consultation. Mean scores and standard deviations of the three groups for extent of importance of the competencies in the category of Consultation are reported in Table 10. All three groups reported the highest mean scores for competency No. 8, "work effectively with a diversity of individual students and faculty." All three

TABLE 9

MEAN SCORES AND STANDARD DEVIATIONS FOR FACULTY (FTs),  
DIRECTORS OF HOUSING (DOHs) AND CHIEF STUDENT AFFAIRS OFFICERS (CSAOs)  
ON EXTENT OF AGREEMENT WITH IMPORTANCE OF COMPETENCIES  
IN THE CATEGORY OF GOAL SETTING

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
I. Goal Setting	3.378	.380	3.415	.323	3.410	.362
1. Write Behavioral Objectives	2.893	.798	3.064	.601	2.989	.645
2. Identify and Articulate Institutions Goals and Policies to Students	3.613	.490	3.436	.560	3.533	.545
3. Teach Students to Deal with the Consequences of their Behavior	3.568	.526	3.777	.419	3.725	.473
4. Engage in Systematic Planning	3.440	.575	3.383	.624	3.385	.553

<sup>a</sup> n=75

<sup>b</sup> n=94

<sup>c</sup> n=91

TABLE 10

MEAN SCORES AND STANDARD DEVIATIONS FOR FACULTY (FTs),  
DIRECTORS OF HOUSING (DOHs) AND CHIEF STUDENT AFFAIRS OFFICERS (CSAOs)  
ON EXTENT OF IMPORTANCE OF COMPETENCIES IN THE CATEGORY OF CONSULTATION

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
II. Consultation	3.573	.374	3.476	.368	3.431	.344
5. Recognize and Use the Expertise of Others	3.627	.487	3.447	.500	3.429	.498
6. Facilitate Group Problem Solving and Group Decision-Making	3.507	.50332	3.415	.629	3.396	.555
7. Facilitate Staff Development Through In-Service Training	3.080	.634	2.935	.582	2.644	.652
8. Work Effectively With a Diversity of Individual Students and Faculty	3.773	.421	3.581	.496	3.736	.443

<sup>a</sup>  
n=75

<sup>b</sup>  
n=94

<sup>c</sup>  
n=91

reported the lowest mean scores for competency No. 7, "facilitate staff development through in-service training." Mean scores for DOHs and CSAOs were greater than 3.0 for all competencies except competency No. 7. Mean scores for FTs were greater than 3.0 for all competencies in this category. Mean scores for the category of consultation were above 3.0 for FTs (3.573), DOHs (3.476) and CSAOs (3.431), indicating a tendency in the direction of the importance of the competencies in this category for assuming an entry level staff position. Standard deviations for each group were less than 1.0 for all competencies in this category.

II. Communication. Mean scores and standard deviations of the three research groups for extent of importance of the competencies in the category of Communication are reported in Table 11. The highest FT mean score was for competency No. 10, "make effective use of verbal and non-verbal skills in group presentations." The highest mean scores for DOHs and CSAOs were for competency No. 11, "perceive and accurately interpret attitudes, beliefs, and needs of others." All groups reported the lowest mean scores for competency No. 14, "determining usage of office management procedures." Mean scores for the category of Communication were above 3.0 for FTs (3.341), DOHs (3.287), and CSAOs (3.411), indicating a tendency in the direction of the importance of these competencies for assuming an entry level staff position. Standard deviations for each group were less than 1.0 for all competencies.

IV. Assessment and Evaluation. Mean scores and standard deviations of the three groups for extent of importance of the compe-



TABLE 11

MEAN SCORES AND STANDARD DEVIATIONS FOR FACULTY (FTs),  
DIRECTORS OF HOUSING (DOHs) AND CHIEF STUDENT AFFAIRS OFFICERS (CSAOs)  
ON EXTENT OF IMPORTANCE OF COMPETENCIES IN THE CATEGORY OF COMMUNICATION

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
III. Communication	3.341	.389	3.287	.366	3.412	.339
9. Analyze and Write Memos and Reports	3.270	.746	3.351	.599	3.538	.544
10. Make Effective Use of Verbal and Non-Verbal Skills in Group Presentations	3.640	.510	3.479	.563	3.484	.503
11. Perceive and Accurately Interpret Attitudes, Beliefs and Needs of Others	3.560	.526	3.489	.524	3.560	.499
12. Represent Student Concerns to Other Campus Groups	3.284	.652	3.032	.613	3.396	.555
13. Recognize and Define Confidentiality Practices and Procedures	3.507	.578	3.462	.563	3.467	.545
14. Determining Usage of Office Management Procedures	2.795	.645	2.914	.620	2.977	.573
	a n=75		b n=94		c n=91	

TABLE 12

MEAN SCORES AND STANDARD DEVIATIONS FOR FACULTY (FTs),  
DIRECTORS OF HOUSING (DOHs) AND CHIEF STUDENT AFFAIRS OFFICERS (CSAOs)  
ON EXTENT OF AGREEMENT WITH IMPORTANCE OF COMPETENCIES  
IN THE CATEGORY OF ASSESSMENT AND EVALUATION

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
IV. Assessment and Evaluation	3.330	.446	3.250	.380	3.263	.360
15. Assess Student Needs	3.573	.597	3.462	.501	3.511	.546
16. Analyze and Interpret Program Needs and Requests	3.411	.573	3.277	.495	3.300	.550
17. Design Student Programs Based on Student Needs	3.541	.554	3.404	.535	3.511	.546
18. Interpret and Understand Various Evaluation Strategies	3.173	.645	3.011	.518	2.989	.508
19. Identify and Understand Various Evaluation Strategies	3.176	.627	3.011	.558	3.011	.511
20. Design and Implement a Program to Evaluate Staff	3.040	.706	3.223	.625	3.033	.605
21. Revise Programs on the Basis of Evaluation Data	3.240	.612	3.191	.534	3.253	.589
22. Recognize and Analyze Inter- personal Problems	3.493	.529	3.426	.539	3.484	.565
	<sup>a</sup> n=75		<sup>b</sup> n=94		<sup>c</sup> n=91	

tencies in the category of Assessment and Evaluation are reported in Table 12. All groups reported the highest mean scores for competency No. 15, "assess student needs." Mean scores for FTs and DOHs were greater than 3.0 for every competency in this category. Mean scores for the category of Assessment and Evaluation were greater than 3.0 for FTs (3.330), DOHs (3.250) and CSAOs (3.263), indicating a tendency in the direction of the importance of the competencies in this category for assuming an entry level staff position. Standard deviations for each group were less than 1.0 for all competencies in this category.

V. Environmental and Organizational Management. Mean scores and standard deviations of the three research groups for extent of importance of the competencies in the category of Environmental and Organizational Management are reported in Table 13. FTs and CSAOs reported highest mean scores for competency No. 30, "recognize and accept the ethical consequences of personal and professional behavior." DOHs reported the highest mean scores for competency No. 31, "select, train, and supervise staff." FTs and CSAOs reported the lowest mean scores for competency No. 32, "manage physical resources and facilities." DOHs reported the lowest mean score for competency No. 23, "develop and administer a budget." Mean scores for FTs and DOHs were greater than 3.0 for every competency in this category. Mean scores for the category of Environmental and Organizational Management were greater than 3.0 for FTs (3.340), DOHs (3.342), and CSAOs (3.413), indicating a tendency in the direction of importance of the competencies in this category for assuming an entry level staff position. Standard deviations for each group were less than 1.0 for

TABLE 13

MEAN SCORES AND STANDARD DEVIATIONS FOR FACULTY (FTs),  
DIRECTORS OF HOUSING (DOHs) AND CHIEF STUDENT AFFAIRS OFFICERS (CSAOs)  
ON EXTENT OF IMPORTANCE OF COMPETENCIES  
IN THE CATEGORY OF ENVIRONMENTAL AND ORGANIZATIONAL MANAGEMENT

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
V. Environmental and Organizational						
Management	3.348	.369	3.342	.322	3.413	.344
23. Develop and Administer a Budget	3.133	.794	2.892	.729	3.253	.643
24. Organize Resources (People, Material) to carry out Program Activities	3.440	.575	3.415	.557	3.615	.511
25. Understand Institutional Mission, Objectives, and Expectations	3.653	.532	3.234	.629	3.549	.563
26. Know and Utilize Effective Decision-Making Strategies	3.419	.524	3.383	.551	3.505	.524
27. Accept Authority and Respon- sibility and Delegate as Appropriate	3.432	.551	3.564	.499	3.582	.496
28. Identify and Utilize Available Financial Resources	3.260	.646	3.032	.630	3.220	.533
	<sup>a</sup> n=75		<sup>b</sup> n=94		<sup>c</sup> n=91	

TABLE 13 Continued

CATEGORY/COMPETENCY	FT <sup>a</sup>		DOH <sup>b</sup>		CSAO <sup>c</sup>	
	MEAN	SD	MEAN	SD	MEAN	SD
29. Mediate Conflict Among Students, Campus, and/or Community Groups	3.315	.664	3.315	.553	3.418	.559
30. Recognize and Accept the Ethical Consequences of Personal and Professional Behavior	3.753	.465	3.641	.505	3.637	.483
31. Select, Train, and Supervise Staff	3.320	.640	3.728	.447	3.308	.726
32. Manage Physical Resources and Facilities	3.040	.625	3.152	.533	3.110	.657
33. Adjudicate Student Conduct Effectively	3.093	.597	3.348	.601	3.341	.654
a n=75		b n=94		c n=91		

all competencies in this category.

Summary of Data on Importance. Each group reported its highest mean score on importance for the same competency in the categories of Consultation and Assessment and Evaluation. Each group reported its lowest mean score on importance for the same competency in the categories of Goal Setting, Consultation, and Communication. Mean scores for FTs were greater than 3.0 for all competencies in the categories of Consultation; Assessment and Evaluation; and Environmental and Organizational Management. Mean scores for DOHs were greater than 3.0 for all competencies in the categories of Goal Setting and Assessment and Evaluation. Mean scores for CSAOs were greater than 3.0 for all competencies in the category of Environmental and Organizational Management. Mean scores for FTs, DOHs, and CSAOs were greater than 3.0 for each of the five categories indicating a tendency toward the importance of all competencies in every category for assuming an entry level staff position.

#### Statistical Comparison Among Groups

The issue of differences among the three groups for the dependent variables of possession of entry-level competencies by recent master's graduates of preparation programs in student personnel administration and of importance of those competencies for assuming an entry level staff position has been identified as a primary objective for this study as stated in research questions 2 and 4.

2. Do chief student affairs officers (CSAOs), directors of housing (DOHs) and faculty (FTs) have similar perceptions of the training recent master's degree graduates of preparation programs in student personnel administration for the identified entry level competencies?
4. Do CSAOs, DOH, and FTs have similar perceptions of the importance of these competencies?



The data in this section have been presented in order to satisfy the requirements of these research questions in determining 1) whether differences exist among the three group for the extent of each group's agreement that recent master's graduates actually possess the competencies and 2) to determine whether differences exist among the three research groups for the extent to which each group perceives each competency to be important for assuming an entry level staff position.

A total of 260 respondents from all three groups provided the data base for this study. For purposes of analyzing the data to determine if significant differences existed among the three groups by each of the five categories on the research instrument, the General Linear Model (GLM) Procedure of the Statistical Analysis System (SAS) for Multivariate Analysis of Variance (MANOVA) was used. Significance was determined in this study at  $\alpha = .05$ . Of the 260 useable instruments in this study, 27 had at least one missing value, meaning that they left a blank for a response to possession or importance on a given competency. For analysis by category, the GLM procedure for MANOVA takes the mean of the other competencies in the category with the missing value and substitutes that mean for the missing value for purposes of computing the overall mean for that category for that respondent. The GLM-MANOVA for analyzing the differences among groups for possession and importance by category could be done using all 260 responses. The GLM-MANOVA test to determine existence of differences by competency could only use responses with no missing values. A total of 233 responses were used, diminishing the useable response sample for each group by approximately 10%.

The means for each group on possession and importance of the competencies used in the GLM-MANOVA analysis are included in Table 29 in Appendix F.

Pair wise comparisons were made where significant differences were indicated. Duncan's multiple range test was used to determine between which groups significant differences were indicated for possession and importance. For post hoc comparison by category, 260 responses were used. Post hoc comparisons by competency used the 233 responses which contained no missing values.

I. Goal Setting.

1. Write behavioral objectives
2. Identify and articulate institution's goals and policies to students
3. Teach students to deal with the consequences of their behavior.
4. Engage in systematic planning

Mean scores for each of the three research groups on possession and importance for the category of Goal Setting are provided in Table 14.

TABLE 14  
MEAN SCORES FOR RESEARCH GROUPS ON POSSESSION AND  
IMPORTANCE OF GOAL SETTING

Group	N	Possession	Importance
FTs	75	3.117	3.378
DOHs	94	2.750	3.415
CSAOs	91	2.782	3.410

These means were used in the analysis in Table 15.

TABLE 15  
MULTIVARIATE ANALYSIS GOAL SETTING

DF=2,257 ALPHA=.05

	F-Value	P>F	Implication
Possession	17.69	.0001	Significant
Importance	.26	.7691	Not Significant

A significant difference among the three groups on extent of agreement that recent master's graduates of preparation programs possess competencies in the category of goal setting is indicated in Table 15. FTs differed significantly with both DOHs and CSAOs in the extent to which they agree recent graduates of preparation programs possess competencies in the category of Goal Setting as shown by Duncan's multiple range test in Table 16.

TABLE 16

DUNCAN'S MULTIPLE RANGE TEST FOR POSSESSION OF GOAL SETTING

Group	N	Mean	Duncan Grouping
FT	75	3.117	A
CSAO	91	2.782	B
DOH	94	2.750	B

Note. Means with the same letter are not significantly different.

Analysis of individual competencies in the category of Goal Setting has been summarized in Table 30 of Appendix G. Significant differences existed among the groups on extent of possession of competencies 2,

3, and 4 in this category. A significant difference was found on extent of importance for competency 3. The results of Duncan's multiple range test, summarized in Table 35 of Appendix H indicate that FTs differed significantly with DOHs and CSAOs on possession for competencies 2, 3, and 4. A significant difference existed between FTs and DOHs on extent of perceived importance of competency 3.

## II. Consultation

5. Recognize and facilitate group problem solving and group decision making
6. Facilitate group problem solving and group decision making
7. Facilitate staff development through in-service training
8. Work effectively with a diversity of individual students and faculty

Mean scores for each of the three research groups on possession and importance for the category of Consultation are provided in Table 17. These means were used in the analysis summarized in Table 18.

TABLE 17  
MEAN SCORES FOR GROUPS ON POSSESSION AND  
IMPORTANCE OF CONSULTATION

Group	B	Possession	Importance
FTs	75	3.303	3.573
DOHs	94	2.921	3.476
CSAOs	91	2.846	3.431

TABLE 18  
MULTIVARIATE ANALYSIS, CONSULTATION    DF = 2,257    ALPHA = .05

	F-Value	P>F	Implication
Possession	26.35	.0001	Significant
Importance	3.26	.0399	Not Significant

A significant difference among the three groups on extent of agreement that recent master's graduates of preparation programs possess competencies in the category of goal setting is indicated in Table 18. FTs differ significantly with both DOHs and CSAOs in the extent to which they agree recent graduates of preparation programs possess competencies in the category of Consultation as shown by Duncan's multiple range test in Table 19.

TABLE 19  
DUNCAN'S MULTIPLE RANGE TEST FOR POSSESSION OF CONSULTATION

Group	N	Mean	Duncan Grouping	
FT	.75	3.303	A	A
DOH	94	2.921	B	B
			B	B
CSAO	91	2.846	B	B

Note. Means with the same letter are not significantly different.

Analysis of individual competencies in the category of Consultation has been summarized in Table 31 of Appendix G. Significant differences existed among groups on extent of agreement for possession of all four competencies in this category. Significant differences were found on extent of importance for competencies 7 and 8. The results of Duncan's multiple range test, summarized in Table 36 of Appendix H, indicate that FTs differed significantly with DOHs and CSAOs on possession for competencies 5, 6, and 8. Significant differences existed between every possible pair of groups on possession for competency 7. CSAOs differed significantly with both DOHs and FTs on extent of perceived importance of competency 7. DOHs differed significantly with both FTs and CSAOs on extent of perceived importance of competency 8.

### III Communication

9. Analyze and write memos and reports
10. Make effective use of verbal and nonverbal skills in group presentations
11. Perceive and accurately interpret attitudes, beliefs, and needs of others
12. Represent student concerns to other campus groups
13. Recognize and define confidentiality practices and procedures
14. Determining usage of office management procedures (i.e. secretarial services, business machine operations, print and non-print media)

Mean scores for each of the three research groups on possession and importance for the category of Communication are provided in Table 20. These means were used in the analysis summarized in Table 21.

TABLE 20  
MEAN SCORES FOR GROUPS ON POSSESSION AND  
IMPORTANCE OF COMMUNICATION

Group	N	Possession	Importance
FTs	75	3.020	3.341
DOHs	94	2.692	3.287
CSAOs	91	2.744	3.412

TABLE 21 MULTIVARIATE ANALYSIS, COMMUNICATION      DF = 2,257 ALPHA = .05			
	F-Value	P>F	Implication
Possession	18.77	.0001	Significant
Importance	2.74	.0662	Not Significant

A significant difference among the three groups on extent of agreement that recent master's graduates of preparation programs



possess competencies in the category of Communication is indicated in Table 21. FTs differed significantly with both DOHs and CSAOs in the extent to which they agree recent graduates of preparation programs possess competencies in the category of Communication as shown by Duncan's multiple range test in Table 22.

TABLE 22  
DUNCAN'S MULTIPLE RANGE TEST FOR POSSESSION OF CONSULTATION

Group	N	Mean	Duncan Grouping
FT	75	3.020	A
CSAO	91	2.744	B
DOH	94	2.692	B

Note. Means with the same letter are not significantly different.

Analysis of individual competencies in the category of Communication has been summarized in Table 32 of Appendix G. Significant differences exist among groups on extent of agreement for possession of all six competencies in this category. Significant differences were found on extent of importance for competencies 10 and 12. The results of Duncan's multiple range test, summarized in Table 37 of Appendix H indicate that FTs differed significantly with DOHs and CSAOs on possession for all competencies in this category. FTs differed significantly with DOHs and CSAOs on extent of perceived importance of competency 10. DOHs differed significantly from FTs and CSAO on extent of perceived importance of competency 12.

#### IV Assessment and Evaluation

15. Assess student needs
16. Analyze and interpret program needs and requests
17. Design student programs based on student needs
18. Interpret and understand various evaluation strategies
19. Identify and understand various evaluation strategies
20. Design and implement a program to evaluate staff
21. Revise programs on the basis of evaluation data
22. Recognize and analyze interpersonal problems

Mean scores for each of the three research groups on possession and importance for the category of Assessment and Evaluation are provided in Table 23. These means were used in the analysis summarized in Table 24.

TABLE 23  
MEAN SCORES FOR GROUPS ON POSSESSION AND  
IMPORTANCE OF ASSESSMENT AND EVALUATION

Group	N	Possession	Importance
FTs	75	2.930	3.330
DOHs	94	2.673	3.250
CSAOs	91	2.611	3.263

TABLE 24  
MULTIVARIATE ANALYSIS, ASSESSMENT AND EVALUATION

DF = 2,257    ALPHA = .05

	F-Value	P>F	Implication
Possession	13.05	.0001	Significant
Importance	.96	.3836	Not Significant

A significant difference among the three groups on extent of agreement that recent master's graduates of preparation programs possess competencies in the category of Assessment and Evaluation is indicated in Table 24. FTs differed significantly with both DOHs and CSAOs in the extent to which they agree recent graduates of preparation programs possess competencies in the category of Assessment and Evaluation as shown by Duncan's multiple range test in Table 25.

TABLE 25  
DUNCAN'S MULTIPLE RANGE TEST FOR  
POSSESSION OF ASSESSMENT AND EVALUATION

Group	N	Mean	Duncan Grouping
FT	75	2.930	A
DOH	94	2.673	B
CSAO	91	2.611	B

Note. Means with the same letter are not significantly different.

Analysis of individual competencies in the category of Assessment and Evaluation has been summarized in Table 33 of Appendix G. Significant differences exist among groups on extent of agreement for possession of competencies 15, 16 17, 18, 19, 21, 22. Significant differences were found on extent of importance for competency 20. The results of Duncan's multiple range test, summarized in Table 38 of Appendix H, indicate that FTs differed significantly with DOHs and CSAOs on possession for all competencies in this category where a significant difference exists. DOHs differed significantly with FTs and DOHs on the extent of perceived importance of competency 20.

V. Environmental and Organizational Management

23. Develop and administer a budget
24. Organize resources (people, material) to carry out program activities.
25. Understand institutional mission, objectives, and expectations
26. Know and utilize effective decision-making strategies
27. Accept authority and responsibility and delegate as appropriate
28. Identify and utilize
29. Mediate conflict among students, campus, and/or community groups
30. Recognize and accept the ethical consequences of personal and professional behavior
31. Select, train, and supervise staff
32. Manage physical resources and facilities
33. Adjudicate student conduct effectively

Mean scores for each of the three research groups on possession and importance for the category of Environmental and Organizational Management are provided in Table 26. These means were used in the analysis summarized in Table 27.

TABLE 26

MEAN SCORES FOR GROUPS ON POSSESSION AND  
IMPORTANCE OF ENVIRONMENTAL AND ORGANIZATIONAL MANAGEMENT

Group	N	Possession	Importance
FTs	75	2.934	3.348
DOHs	94	2.630	3.342
CSAOs	91	2.667	3.413

TABLE 27  
MULTIVARIATE ANALYSIS, ENVIRONMENTAL  
AND ORGANIZATIONAL MANAGEMENT

DF = 2,257 ALPHA = .05

	F-Value	P>F	Implication
Possession	12.35	.0001	Significant
Importance	1.16	.3139	Not Significant

A significant difference among the three groups on the extent of agreement that recent master's graduates of preparation programs possess competencies in the category of Environmental and Organizational Management is indicated in Table 27. FTs differed significantly with both DOHs and CSAOs in the extent to which they agree recent graduates of preparation programs possess competencies in the category of Environmental and Organizational Management as shown in Duncan's multiple range test in Table 28..

TABLE 28  
DUNCAN'S MULTIPLE RANGE TEST FOR  
POSSESSION OF ENVIRONMENTAL AND ORGANIZATIONAL MANAGEMENT

Group	N	Mean	Duncan Grouping
FT	75	2.934	A
CSAO	91	2.667	B
DOH	94	2.630	B

Note. Means with the same letter are not significantly different.

Analysis of individual competencies in the category of Environmental and Organizational Management has been summarized in Table 34 of Appendix G. Significant differences exist among groups on extent of agreement for possession of competencies 23, 24, 25, 26, 27, 28, 30, 31, 33. The results of Duncan's multiple range test, summarized on Table 39 of Appendix H, indicates that FTs differed significantly with DOHs and CSAOs on possession for competencies 24, 25, 26, 27, 28. A significant difference was identified for every possible pair of groups on possession for competencies 23 and 30. CSAOs and DOHs differed significantly on possession for competency 31. DOHs and FTs differed significantly on possession for competency 32. DOHs differed significantly from FTs and CSAOs on extent of importance on competencies 23, 25, 28, 31. FTs differed significantly from CSAOs and FTs on extent of importance of competency 33.

#### Chapter Summary

The research findings for this study have been presented in this chapter. The extent to which faculty (FTS), directors of housing (DOHs), and chief student affairs officers (CSAOs) agree that recent master's graduates of preparation programs possess professional competencies and the extent to which each of the groups agree on the importance of these competencies for assuming an entry level staff position in student affairs has been examined. Differences between groups regarding their respective perceptions of possession of the competencies by recent graduates and the importance of the competencies have been identified and examined.

A summary of this study, findings, conclusions, and implications and considerations for further study are presented in Chapter V.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND FUTURE CONSIDERATIONS

Chapter V is comprised of the following sections: a) a summary of the development of the study, b) findings c) conclusions, d) implications and considerations for further study.

#### A Summary of the Development of the Study

##### Purpose of the Study

The primary purposes of this study were to determine whether or not professional preparation programs in student personnel administration educated for the development of entry level professional competencies and to determine the relative importance of these competencies for assuming an entry level staff position in the field of student affairs. Three groups of professionals in the field of student affairs were compared to determine if differences existed in their perception of the training graduates with master's degrees received in their preparation programs for the entry level professional competencies. The perceptions of the three groups were also compared to determine if differences existed in the extent to which they perceived the competencies to be important for assuming an entry level professional position in student affairs.

### Questions for Investigation

This study was designed to answer the following questions:

1. Do recent graduates of master's level preparation programs in student personnel administration enter the field of student affairs with training in entry level competencies as a result of their preparation programs?
2. Do chief student affairs officers (CSAOs), director's of housing (DOHs), and faculty (FTs) have similar perceptions of the training recent master's degree graduates of preparation programs in student personnel administration receive for the identified entry level competencies?
3. Is it important for recent master's degree graduates from preparation programs in student personnel administration to have acquired these competencies prior to full time entry into the student affairs field?
4. Do CSAOs, DOHs, and FTs have similar perceptions of the importance of these entry level competencies?

### Justification for the Study

The literature in the field of student affairs has identified concern for issues of standards, quality, and excellence. These issues have been significant in that they represented outcomes which more professionals believed the field of student affairs needed in the preparation of those about to enter the field. LaBarre (1949) indicated that there was a need for basic work standards in the student affairs field. She believed preparation programs provided the logical place to identify criteria upon which professional standards might be based.

Penn (1973) described the key to excellence in terms of quality programs and defined standards of acceptable performance. He noted that professional competence in the field of student affairs was related to knowledge and specific skills, learned in preparation programs.

A recent study to determine attitudes about the quality of professional preparation programs (Sandeem, 1982) indicated that the quality of students was too uneven and that lack of academic rigor in some programs promoted a lack of respect for programs generally.

Several studies have demonstrated that the logical outcomes of preparation programs are the competencies which graduates of the programs should acquire prior to entry into the profession (Hanson, 1977; Domeier, 1977, Minetti, 1977). Other studies have indicated that the acquisition of professional competencies represent a primary objective of preparation programs (Williamson, 1952; Newton and Hellenga, 1974). Such competencies have provided a means by which the productivity of graduate preparation programs for the student affairs field could be measured. Stamatakos (1981) concluded that there was no published research evidence to support the notion that those hired for student affairs positions possess the general skills and competencies that have been identified in the literature.

This study focused on three groups of professionals in the student affairs field. Faculty, chief student affairs officers, and directors of housing were surveyed to determine the extent to which they agreed that recent master's degree graduates of preparation programs actually possessed the professional competencies identified in the literature. The three groups were also asked to assess the extent to which they believed these competencies were important for assuming entry level positions in student affairs.

The data collected from this study may provide relevant information for those responsible for training prospective student affairs

professionals regarding possible review of current training program standards, expectations, and practicum/internship opportunities. The results of this study may be of value to trainers and practitioners in examining potential differences in their perception of training recent graduates receive in preparation programs.

### Conceptual Framework

A modification of the Tomorrow's Higher Education model (T.H.E.) was selected as the conceptual framework for this study. T.H.E. was coined by the American College Personnel Association (ACPA) in 1968 for the purpose of developing a strategy for examining the future of college student affairs. The T.H.E. model manifests a commitment to the development of the "whole student" through recognition of needed competencies for student affairs staff as service agents, control agents, and developmental educators. It incorporates six competency categories of development: a) goal setting, b) assessment, c) instruction, d) consultation, e) evaluation, and f) environmental management. Modifications to the model were incorporated through a substitution of communications for instructions consistent with recommendations of Knott (1977). Assessment and evaluation were combined as one category consistent with the Delworth and Hanson (1980) model. The 33 competencies used in this study were derived from Hanson's (Note 2) taxonomy and the studies of Domeier (1977) and Minetti (1977) and were assigned to categories of goal setting, consultation, communications, assessment and evaluation, and environmental and organizational management.

### Review of the Literature

The specific purpose of the literature review was to provide background on the field of student affairs work as it related to issues of standards, quality, and excellence in the profession. The emerging profession was reviewed through an examination of the historical role of student affairs in high education; identification of criteria as a profession, examination of professional status; and a review of the current focus on student development. The development of preparation programs was traced through a review of background, selection and standards, content, program models, program assessments, and recommendations. The issue of professional competency was examined in the light of expectations generally ascribed to the preparation programs.

### Methodology

The research population for this study included 150 chief student affairs officers (CSAOs), 141 director's of housing (DOHs), and 162 faculty (FTs). The CSAOs and DOHs were employed at four year public and private post secondary education institutions. The FTs were employed at institutions with departments offering graduate programs in student personnel administration leading to a master's degree.

A two-part research instrument was designed and developed for distribution to the 453 student affairs professionals included in this study. Part I of the instrument sought demographic information to 14 questions from FTs and 12 questions from CSAOs and DOHs. Part II of the instrument asked participants to respond on a four-point interval scale to 33 professional competencies. For each competency, participants were asked to indicate a) the extent to which

they agreed that recent master's graduates possessed the competency and b) the extent to which they believed the competency was important for assuming an entry level staff position in student affairs. The 33 competencies were derived from previous studies on competencies necessary for student affairs staff (Domeier, 1977; Minetti, 1977; Hanson, Note 2,). A modification of the Tomorrow's Higher Education (T.H.E.) model (Miller and Prince, 1976) was used as the foundation for a conceptual framework, providing categories for which the competencies were identified. The categories from the modified T.H.E. conceptual model and the 33 competencies utilized in the study included the following:

I. Goal Setting

1. Write behavioral objectives
2. Identify and articulate institution's goals and policies to students
3. Teach students the consequences of their behavior
4. Engage in systematic planning

II. Consultation

5. Recognize and use expertise of others
6. Facilitate group problem solving and group decision making.
7. Facilitate staff development through in-service training.
8. Work effectively with a diversity of individual students and faculty.

III. Communication

9. Analyze and write memos and reports
10. Make effective use of verbal and nonverbal skills in group presentations



11. Perceive and accurately interpret attitudes, beliefs, and needs of others.
12. Represent student concerns to other campus groups.
13. Recognize and define confidentiality practices and procedures.
14. Determining usage of office management procedures (i.e. secretarial services, business machine separation, print and non print media)

#### IV. Assessment and Evaluation

15. Assess student needs
16. Analyze and interpret program needs and requests.
17. Design student programs based on student needs.
18. Interpret and understand various evaluation strategies.
19. Identify and understand various evaluation strategies.
20. Design and implement a program to evaluate staff.
21. Revise programs on the basis of evaluation data.
22. Recognize and analyze interpersonal problems.

#### V. Environmental and Organizational Management

23. Develop and administer a budget
24. Organize resources (people, material) to carry out program activities
25. Understand institutional mission, objectives, and expectation
26. Know and utilize effective decision-making strategies
27. Accept authority and responsibility and delegate as appropriate
28. Identify and utilize available financial resources
29. Mediate conflict among students, campus, and/or community groups
30. Recognize and accept the ethical consequences of personal and professional behavior
31. Select, train, and supervise staff

32. Manage physical resources, and facilities
33. Adjudicate student conduct matters effectively

The study received formal endorsement from the Vice President for Student Affairs at the University of Florida and from the Research and Information Committee of the Association of College and University Housing Officers - International (ACUHO-I). A letter from the Vice President accompanied each copy of the instrument. A letter from the chair the Research and Information Committee at ACUHO-I accompanied those instruments sent to DOHs.

Initial distribution of the instrument was accomplished through the mail on May 17, 1983. A response deadline of May 30 was indicated in the cover letter.

A follow-up procedure was initiated on June 13, 1983 with FTs who had not responded to the initial distribution. A post card was sent to all previously non-responding FTs identifying a response deadline of June 23, 1983.

Upon conclusion of the second follow-up procedure a breakdown of the rate of return indicated that 75 of 162 (46.3%) FTs, representing 59% of the preparation programs; 94 of 141 (66.7%) DOHS; and 91 of 150 (60.7%) CSAOs returned usable instruments. The data obtained from the responses were analyzed using the Statistical Analysis System (SAS), an integrated computer system for data analysis. In analyzing the data collected for this study, three SAS procedures were used. A frequencies procedure was used to determine percentage of responses to questions in Part I of the instrument. The BMDP program, analysis of variance for repeated

measures, and THE GLM program for multivariate analysis of variance were appropriately utilized. Duncan's multiple range test was used to do post hoc, pair-wise comparisons between groups where significant differences were indicated.

### Findings

The findings in this study are presented in response to each of the four questions for investigation.

#### Question 1

Do recent graduates of master's level preparation programs in student personnel administration enter the field of student affairs with training in entry level competencies as a result of their preparation programs?

This question was answered by examining the mean scores generated by respondents in each of the three groups as they indicated the extent of their respective agreement for possession of each competency by recent master's degree graduates. Mean scores obtained for FTs were above 3.0 on categories of Goal Setting, Consultation, and Communication which indicated a tendency in the direction of agreement on possession of competencies in these categories by recent graduates. Mean scores for FTs were below 3.0 on categories of Assessment and Evaluation and Environmental Organizational Management which indicated a tendency in the direction of disagreement on possession of competencies in these categories by recent graduates.

Mean scores of DOHs and CSAOs were below 3.0 for all five categories in this study which indicated a tendency in the direction of disagreement on possession of competencies in all categories by recent graduates.

### Question 2

Do chief student affairs officers (CSAOs), directors of housing (DOHs) and faculty (FTs) have similar perceptions of the training recent master's degree graduates of preparation programs in student personnel administration receive for the identified entry level competencies?

This question was answered by determining if statistically significant differences existed among the mean scores of the three groups for possession of each category and competency. Statistical significance for this study was set at  $\alpha = .05$ . Where significant differences were found additional testing was done to determine between which groups there were differences.

Statistically significant differences were found among the groups on possession of the competencies for all five categories in the study. For each category, FTs reported a significantly higher extent of agreement for possession of the competencies than DOHs and CSAOs. Statistically significant differences were obtained for the three groups on 29 of the 33 individual competencies. For most of these competencies FTs reported a significantly higher extent of agreement for possession by recent graduates than DOHs or CSAOs.

### Question 3

Is it important for recent master's degree graduates from preparation programs in student personnel administration to have acquired these competencies prior to full time entry into the student affairs field?

This question was answered by examining the mean scores generated by respondents in each of the three groups as they indicated the extent to which they believed each competency to be important for assuming an entry level position in student affairs.

Mean scores obtained for the three groups were above 3.0 on importance for all categories in this study which indicated a tendency in the direction of the importance of all the competencies for assuming entry level positions as perceived by respondents in each of the three groups.

#### Question 4

Do CSAOs, DOHs, and FTs have similar perceptions of the importance of these entry level competencies.

This question was answered by determining if statistically significant differences existed among the mean scores of the three groups for importance of each category and competency. Where significant differences were obtained additional testing was done to determine between which groups there were significant differences.

No significant differences were found among the three groups on importance of the competencies for any of the five categories in the study. Each group perceived the competencies in this study to be important to the same extent in assuming an entry level position in student affairs.

#### Differences between Possession and Importance

This study did not have as an objective the determination of the differences between possession and importance for the

competencies. Notice should be taken though, of the fact that the mean scores for each group for every category on importance were over 3.0 on a scale that read 4-essential, 3-important, 2-of little importance, 1-not important. Notice should also be taken that for both practitioner groups (CSAOs and DOHs), mean scores for those groups for every category on possession were below 3.0 on a scale that read "Recent master's degree graduates possess this competency:" 4-agree strongly, 3-agree, 2-disagree, 1-disagree strongly. No significant differences were observed among the groups on extent of importance for any of the five categories. Significant differences were observed among the groups on extent of agreement with possession for all of the five categories.

### Conclusion

The modified Tomorrow's High Education (T.H.E.) model used in this study provided a theoretical base upon which quality training expectations for careers in student affairs could be built. Miller and Prince (1976), Domeier (1977), Minetti (1977), Hanson (Note 2), and Delworth and Hanson (1980) identified competencies important for professionals in the student affairs field to possess in order to function effectively in entry level positions. Both possession of these competencies by recent graduates of preparation programs, and the importance of the competencies for effective function in entry level positions were tested in this study. Professionals responsible for the training of new student affairs staff as well as practitioners responsible for hiring, supervising, and evaluating new staff provided their perceptions on the variables of possession and



importance with respect to these competencies. The three groups of professionals (FTs, DOHs, CSAOs) provided their perceptions of the extent to which they agreed recent graduates of preparation programs actually possessed each competency and their perceptions of the extent to which these competencies were important for assuming entry level positions in student affairs.

This study provided general support for the modified T.H.E. model as a conceptual framework for the identification of learning outcomes of preparation programs in student personnel administration. The modified T.H.E. model has shown to be effective in providing a theoretical context for the competencies, proven in this study to be important outcomes of training programs, designed to prepare young professionals to enter the field of student affairs.

The following represent conclusions of this study:

1. The results of the study support the conclusion that the two practitioner groups (DOHs and CSAOs) perceived doubt as to whether recent master's graduates of preparation programs possessed the competencies in any of the categories.
2. The results of the study support the conclusion that the three groups did not share similar perceptions of the training recent master's degree graduates of preparation programs received for the competencies in all categories. Specifically, faculty perceived a significantly greater possession of the competencies by recent graduates in all five categories.
3. The results of the study support the conclusion that all three groups perceived that the competencies in all categories were important for assuming an entry level position in student affairs.
4. The results of the study support the conclusion that the three groups did share similar perceptions of the importance of the competencies in all categories for assuming an entry level position in student affairs.

5. The results of the study support the conclusion that all three groups of student affairs professionals found competencies in the category of Consultation are most likely to be possessed by recent master's graduates of preparation programs in student personnel administration. The three groups also found competencies in the category of Consultation were most important for assuming an entry level position in the field of student affairs.
6. The results of the study support the conclusion that all three groups of student affairs professionals found competencies in the category of Assessment and Evaluation were least important for assuming an entry level position in student affairs.

#### Implications and Considerations for Further Study

The results of this study have raised a number of issues and questions which merit additional consideration and further study. Some of what has been identified in the literature regarding what "ought to be done" is supported by the results of this study.

1. Content analysis of preparation programs in terms of actual job function and job expectations is warranted in an effort to lessen the disparity between training and job performance (Blaesser and Froehlich 1950; Stroughton, 1957).
2. Increased attention to the development of skills in the administration and management of higher education on the part of preparation programs is warranted (Yates, 1977; Appleton, Briggs, Rhatigan, 1978).
3. Collaboration between faculty and practitioners is warranted in developing learning expectations and appropriate measures of the learning outcomes which would reflect the demands of professional positions in the field of student affairs.
4. Demonstration by students of competence in areas agreed to by faculty and practitioners as important in assuming entry level positions in student affairs is warranted.
5. Consideration might be given to an examination of recent graduates' perceptions of their own possession of competencies compared to perceptions of faculty.

6. Further study is warranted to determine if there is an effect on perceptions of possession and importance based on respondent age, length of time employed in the field of student affairs, and/or whether an advanced degree has been earned in the area of higher education.
7. Future studies of professional competencies which would include professionals in other student affairs areas are warranted.

APPENDIX A  
RESEARCH INSTRUMENT FOR FACULTY

**AN ASSESSMENT OF STUDENT AFFAIRS PREPARATION PROGRAMS IN RELATION TO SPECIFIED PROFESSIONAL COMPETENCIES**  
MAY 1983

The purpose of this study is to determine if student personnel preparation programs educate for the development of entry level professional competencies and to determine the relative importance of each competency in assuming an entry level staff position.

For the purpose of this study the following definitions have been provided.

**Student personnel** - work within a post secondary education institution which is concerned with both the educational and personal development of students in primarily non-classroom activities and the administration of services which support and complement the formal academic process.

**Student affairs** - the field identified by a division within a post secondary education institution concerned with the provision of services and programs which complement and supplement the academic mission of higher education institutions.

**Entry level position** - a position requiring a master's degree from a professional preparation program in student affairs. Staff in such positions assist in the development and administration of programs and services for students.

**Competencies** - abilities, skills, knowledge, and attitudes which permit an individual to carry out job expectations in an acceptable manner.

**PART I. EMPLOYMENT, AND DEMOGRAPHIC INFORMATION**

Answer items 1 through 7 and items 10 through 14 by **CIRCLING THE LETTER** of the appropriate response(s)

- |   |  |
|---|--|
| <p>1. <b>TYPE OF INSTITUTION WHERE YOU ARE CURRENTLY EMPLOYED.</b></p> <p>a. public<br/>b. private</p>  | <p>2. <b>NUMBER OF STUDENTS ENROLLED AT YOUR INSTITUTION.</b></p> <p>a. under 5000<br/>b. 5000 - 9999<br/>c. 10,000 - 14,999<br/>d. 15,000 - 20,000<br/>e. over 20,000</p>                 |
| <p>3. <b>LENGTH OF TIME IN YOUR CURRENT POSITION</b></p> <p>a. less than 5 years<br/>b. 5 - 10 years<br/>c. 11 - 15 years<br/>d. more than 15 years</p> | <p>4. <b>LENGTH OF TIME PROFESSIONALLY EMPLOYED IN STUDENT AFFAIRS/HIGHER EDUCATION</b></p> <p>a. less than 5 years<br/>b. 5 - 10 years<br/>c. 11 - 15 years<br/>d. more than 15 years</p> |
| <p>5. <b>YOUR CURRENT AGE.</b></p> <p>a. 25 - 35 years<br/>b. 36 - 45 years<br/>c. 46 - 55 years<br/>d. over 55 years</p>                               | <p>6. <b>YOUR HIGHEST EARNED DEGREE.</b></p> <p>a. bachelor's<br/>b. master's<br/>c. specialist<br/>d. doctorate<br/>e. other _____</p>  |
7. Do you have an advanced degree (master's and/or doctorate) in a field related to higher education (e.g. educational administration, counseling, student personnel)?
- |                 |                  |                     |
|-----------------|------------------|---------------------|
| <b>MASTER'S</b> | <b>DOCTORATE</b> | <b>OTHER DEGREE</b> |
| a. yes    b. no | a. yes    b. no  | a. yes    b. no     |
8. If you have an advanced degree (master's and /or doctorate) in a field unrelated to higher education, please indicate the field(s) of your degree(s).
- MASTER'S** \_\_\_\_\_ **DOCTORATE** \_\_\_\_\_ **OTHER DEGREE** \_\_\_\_\_
9. From what institution(s) did you earn advanced degrees (if any)?
- MASTER'S** \_\_\_\_\_ **DOCTORATE** \_\_\_\_\_ **OTHER DEGREE** \_\_\_\_\_
- |   |  |  |
|---|--|--|
| <p>10. Since you have been employed in your current professional capacity how many students have graduated from your academic program with a Master's degree? (CIRCLE YOUR RESPONSE).</p> <p>a. less than 10    b. 10 - 20    c. 21 - 50    d. more than 50</p> | <p>11. Are you currently serving in an administrative capacity in student affairs or academic affairs? (CIRCLE YOUR RESPONSE)</p> <p>a. yes    b. no</p> | <p>12. If you are not currently serving in an administrative capacity in student affairs or academic affairs have you ever served in an administrative capacity in student affairs or academic affairs? (CIRCLE YOUR RESPONSE).</p> <p>a. yes    b. no</p> |
|---|--|--|
13. If you are currently serving or at one time served in an administrative capacity in student affairs or academic affairs please **CIRCLE ALL** areas in which you have worked.
- |   |   |   |
|---|---|---|
| <p>a. residence halls/housing<br/>b. student activities/unions<br/>c. financial aid</p> | <p>d. counseling center<br/>e. career planning/placement<br/>f. dean of students office</p> | <p>g. chief student affairs officer<br/>h. college level academic officer<br/>i. academic department head<br/>j. chief academic affairs officer</p> |
|---|---|---|
14. Indicate the professional associations in which you hold membership (CIRCLE ALL THAT APPLY)
- a. American College Personnel Association (ACPA)  
b. Association of College and University Housing Officers (ACUHO)  
c. National Association of Student Personnel Administrators (NASPA)  
d. National Association of Women Deans, Administrators, and Counselors (NAWQAC)  
e. Other (please specify) \_\_\_\_\_

Return by May 27, 1983 to Randy Hymen, P.O. Box 15208, Gainesville, FL 32604

PART II.

Your responses to this part of the study should be based upon your perceptions of all applicants, recently graduated from master's level preparation programs in student personnel who have sought consideration for entry level positions in the field of student affairs during the time frame in which you have been employed in your current professional capacity.

Since this study has a dual purpose you are requested to respond to each competency by indicating 1) if recent master's degree graduates of preparation programs in student personnel have possessed the competency and 2) the importance of the competency for assuming an entry level staff position.

YOU WILL NEED TO RESPOND TO EACH COMPETENCY TWICE BY CIRCLING YOUR ANSWERS ACCORDING TO THE FOLLOWING INSTRUCTIONS:

Indicate the extent of your agreement with the following statement for each competency:

"Recent master's degree graduates possess this competency."

possession of the competency

- 4 - agree strongly (AS)
- 3 - agree (A)
- 2 - disagree (D)
- 1 - disagree strongly (DS)

Indicate the extent to which you believe each competency is important for assuming an entry level staff position:

importance of the competency

- 4 - essential (E)
- 3 - important (I)
- 2 - of little importance (LI)
- 1 - not important (NI)

I. GOAL SETTING

- 1. Write behavioral objectives .....
- 2. Identify and articulate institution's goals and policies to students .....
- 3. Teach students to deal with the consequences of their behavior .....
- 4. Engage in systematic planning .....

POSSESSION  
AS A D DS

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1

IMPORTANCE  
E I LI NI

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1

II. CONSULTATION

- 5. Recognize and use expertise of others .....
- 6. Facilitate group problem solving and group decision-making .....
- 7. Facilitate staff development through in-service training .....
- 8. Work effectively with a diversity of individual students and faculty .....

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1

III. COMMUNICATION

- 9. Analyze and write memos and reports .....
- 10. Make effective use of verbal and nonverbal skills in group presentations .....
- 11. Perceive and accurately interpret attitudes, beliefs, and needs of others .....
- 12. Represent student concerns to other campus groups .....
- 13. Recognize and define confidentiality practices and procedures .....
- 14. Determining usage of office management procedures (i.e., secretarial services, business machine operation print and non print media) .....

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1

IV. ASSESSMENT AND EVALUATION

- 15. Assess student needs .....
- 16. Analyze and interpret program needs and requests .....
- 17. Design student programs based on student needs .....
- 18. Interpret and understand various evaluation strategies .....
- 19. Identify and understand various evaluation strategies .....
- 20. Design and implement a program to evaluate staff .....
- 21. Revise programs on the basis of evaluation data .....
- 22. Recognize and analyze interpersonal problems .....

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1

V. ENVIRONMENTAL AND ORGANIZATIONAL MANAGEMENT

- 23. Develop and administer a budget .....
- 24. Organize resources (people, material) to carry out program activities .....
- 25. Understand institutional mission, objectives, and expectations .....
- 26. Know and utilize effective decision-making strategies .....
- 27. Accept authority and responsibility and delegate as appropriate .....
- 28. Identify and utilize available financial resources .....
- 29. Mediate conflict among students, campus, and/or community groups .....
- 30. Recognize and accept the ethical consequences of personal and professional behavior .....
- 31. Select, train, and supervise staff .....
- 32. Manage physical resources and facilities .....
- 33. Adjudicate student conduct effectively .....

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
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APPENDIX B

RESEARCH INSTRUMENT FOR DIRECTORS OF HOUSING AND  
CHIEF STUDENT AFFAIRS OFFICERS

**AN ASSESSMENT OF STUDENT AFFAIRS PREPARATION PROGRAMS IN RELATION TO SPECIFIED PROFESSIONAL COMPETENCIES  
MAY 1983**

The purpose of this study is to determine if student personnel preparation programs educate for the development of entry level professional competencies and to determine the relative importance of each competency in assuming an entry level staff position.

For the purpose of this study the following definitions have been provided.

**Student personnel** - work within a post secondary education institution which is concerned with both the educational and personal development of students in primarily non-classroom activities and the administration of services which support and complement the formal academic process.

**Student affairs** - the field identified by a division within a post secondary education institution concerned with the provision of services and programs which complement and supplement the academic mission of higher education institutions.

**Entry level position** - a position requiring a master's degree from a professional preparation program in student affairs. Staff in such positions assist in the development and administration of programs and services for students.

**Competencies** - abilities, skills, knowledge, and attitudes which permit an individual to carry out job expectations in an acceptable manner.

**PART I. EMPLOYMENT, INSTITUTIONAL, AND DEMOGRAPHIC INFORMATION**

Answer items 1 through 7 and items 10 through 12 by **CIRCLING THE LETTER** of the appropriate response(s).

1. **TYPE OF INSTITUTION WHERE YOU ARE CURRENTLY EMPLOYED.**  
a. public  
b. private
  2. **NUMBER OF STUDENTS ENROLLED AT YOUR INSTITUTION.**  
a. under 5000  
b. 5000 - 9999  
c. 10,000 - 14,999  
d. 15,000 - 20,000  
e. over 20,000
  3. **LENGTH OF TIME AT YOUR CURRENT POSITION LEVEL**  
a. less than 5 years  
b. 5 - 10 years  
c. 11 - 15 years  
d. more than 15 years
  4. **LENGTH OF TIME PROFESSIONALLY EMPLOYED IN STUDENT AFFAIRS/HIGHER EDUCATION.**  
a. less than 5 years  
b. 5 - 10 years  
c. 11 - 15 years  
d. more than 15 years
  5. **YOUR CURRENT AGE.**  
a. 25 - 35 years  
b. 36 - 45 years  
c. 46 - 55 years  
d. over 55 years
  6. **YOUR HIGHEST EARNED DEGREE.**  
a. bachelor's  
b. master's  
c. specialist  
d. doctorate  
e. other \_\_\_\_\_
7. Do you have an advanced degree (master's and/or doctorate) in a field related to higher education (e.g. educational administration, counseling, student personnel)?
- |                 |                  |                     |
|-----------------|------------------|---------------------|
| <b>MASTER'S</b> | <b>DOCTORATE</b> | <b>OTHER DEGREE</b> |
| a. yes    b. no | a. yes    b. no  | a. yes    b. no     |
8. If you have an advanced degree (masters and/or doctorate) in a field unrelated to higher education, please indicate the field(s) of your degree(s).
- MASTER'S** \_\_\_\_\_ **DOCTORATE** \_\_\_\_\_ **OTHER DEGREE** \_\_\_\_\_
9. From what institution(s) did you earn your advanced degrees (if any)
- MASTER'S** \_\_\_\_\_ **DOCTORATE** \_\_\_\_\_ **OTHER DEGREE** \_\_\_\_\_
10. Since you have been employed at your current position level at a post secondary institution how many of your professional staff (master's or higher) have been hired in their first professional student affairs job? (Note: your professional staff means not merely those staff who report directly to you but refers to all staff who ultimately fall under your span of responsibility) **CIRCLE YOUR RESPONSE**
- a. less than 5    b. 5 - 10    c. 11 - 20    d. more than 20
11. Of the number of your professional staff (from question 10) hired in their first professional student affairs job, how many have had an advanced degree (master's) in a related field of higher education (educational administration, counseling, student personnel)? **(CIRCLE YOUR RESPONSE).**
- a. less than 5    b. 5 - 10    c. 11 - 20    d. more than 20
12. Indicate which professional associations in which you hold membership. **(CIRCLE ALL THAT APPLY)**
- a. American College Personnel Association (ACPA)
  - b. Association of College and University Housing Officers (ACUHO)
  - c. National Association of Student Personnel Administrators (NASPA)
  - d. National Association of Women Deans, Administrators, and Counselors (NAWOCAC)
  - e. Other (please specify) \_\_\_\_\_

Please return by May 27, 1983 to Randy Hyman, P.O. Box 13208, Gainesville, FL 32604

**PART II.**

Your responses to this part of the study should be based upon your perceptions of all applicants, recently graduated from master's level preparation programs in student personnel who have sought consideration for entry level positions on your staff during the time frame in which you have been employed at your current position level.

Since this study has a dual purpose you are requested to respond to each competency by indicating 1) if recent master's degree graduates of preparation programs in student personnel have possessed the competency and 2) the importance of the competency for assuming an entry level staff position.

YOU WILL NEED TO RESPOND TO EACH COMPETENCY TWICE BY CIRCILING YOUR ANSWERS ACCORDING TO THE FOLLOWING INSTRUCTIONS:

Indicate the extent of your agreement with the following statement for each competency:

"Recent master's degree graduates possess this competency."

**Possession of the competency**

- 4 - agree strongly (AS)
- 3 - agree (A)
- 2 - disagree (D)
- 1 - disagree strongly (DS)

Indicate the extent to which you believe each competency is important for assuming an entry level staff position:

**Importance of the competency**

- 4 - essential (E)
- 3 - important (I)
- 2 - of little importance (LI)
- 1 - not important (NI)

**I. GOAL SETTING**

- 1. Write behavioral objectives .....
- 2. Identify and articulate institution's goals and policies to students .....
- 3. Teach students to deal with the consequences of their behavior .....
- 4. Engage in systematic planning .....

**POSSESSION  
AS A D DS**

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1

**IMPORTANCE  
E I LI NI**

- 4 3 2 1
- 4 3 2 1
- 4 3 2 1
- 4 3 2 1

**II. CONSULTATION**

- 5. Recognize and use expertise of others .....
- 6. Facilitate group problem solving and group decision-making .....
- 7. Facilitate staff development through in-service training .....
- 8. Work effectively with a diversity of individual students and faculty .....

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**III. COMMUNICATION**

- 9. Analyze and write memos and reports .....
- 10. Make effective use of verbal and nonverbal skills in group presentations .....
- 11. Perceive and accurately interpret attitudes, beliefs, and needs of others .....
- 12. Represent student concerns to other campus groups .....
- 13. Recognize and define confidentiality practices and procedures .....
- 14. Determine usage of office management procedures (i.e., secretarial services, business machine operation print and non print media) .....

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**IV. ASSESSMENT AND EVALUATION**

- 15. Assess student needs .....
- 16. Analyze and interpret program needs and requests .....
- 17. Design student programs based on student needs .....
- 18. Interpret and understand various evaluation strategies .....
- 19. Identify and understand various evaluation strategies .....
- 20. Design and implement a program to evaluate staff .....
- 21. Revise programs on the basis of evaluation data .....
- 22. Recognize and analyze interpersonal problems .....

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**V. ENVIRONMENTAL AND ORGANIZATIONAL MANAGEMENT**

- 23. Develop and administer a budget .....
- 24. Organize resources (people, material) to carry out program activities .....
- 25. Understand institutional mission, objectives, and expectations .....
- 26. Know and utilize effective decision-making strategies .....
- 27. Accept authority and responsibility and delegate as appropriate .....
- 28. Identify and utilize available financial resources .....
- 29. Mediate conflict among students, campus, and/or community groups .....
- 30. Recognize and accept the ethical consequences of personal and professional behavior .....
- 31. Select, train, and supervise staff .....
- 32. Manage physical resources and facilities .....
- 33. Adjudicate student conduct effectively .....

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APPENDIX C

LETTER OF ENDORSEMENT FROM  
VICE PRESIDENT FOR STUDENT AFFAIRS

UNIVERSITY OF FLORIDA  
GAINESVILLE, 32611

VICE PRESIDENT FOR  
STUDENT AFFAIRS

123 TIGERT HALL  
904/392-1265

May 16, 1983

Dear Colleague:

You are invited to participate in a study of professional graduate preparation programs in student affairs administration. This study is being conducted by Randy Hyman, Assistant Director of Housing at the University of Florida for his Ph.D. degree in Higher Education. Specifically, the study examines the entry level professional competencies that are addressed in graduate training programs.

Your participation in this study is very important, as the results may be of value to those planning professional preparation programs, and to those who hire entry level staff. The results, of course, will not identify either individuals or specific institutions, and your responses will remain confidential.

The instrument is brief, and a recently conducted pilot test revealed an average completion time of 12 minutes. A self-addressed, stamped envelope is enclosed for your convenience.

Thank you for your participation and cooperation. Please complete the enclosed instrument and return it to Randy Hyman by May 30, 1983.

Sincerely,



Arthur Sandeen  
Vice President for  
Student Affairs



Randy Hyman  
Assistant Director  
of Housing

UNIVERSITY OF FLORIDA  
GAINESVILLE, 32611

VICE PRESIDENT FOR  
STUDENT AFFAIRS

123 TIGERT H  
904. 392-126

May 16, 1983

Dear Colleague:

You are invited to participate in a study of professional graduate preparation programs in student affairs administration. This study is being conducted by Randy Hyman, Assistant Director of Housing at the University of Florida for his Ph.D. degree in Higher Education. Specifically, the study examines the entry level professional competencies that are addressed in graduate training programs.

Your participation in this study is very important, as the results may be of value to those planning professional preparation programs, and to those who hire entry level staff. The results, of course, will not identify either individuals or specific institutions, and your responses will remain confidential.

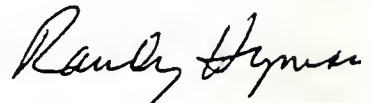
As the institutional contact for the professional preparation program in college student personnel at your institution (according to the Directory of Graduate Preparation Programs in College Student Personnel, ACPA, 1980) we are requesting that you complete one of the enclosed instruments and select another member of the preparation faculty to complete the other. The instrument is brief and a recently conducted pilot test revealed an average completion time of 12 minutes. Two self-addressed envelopes have been enclosed for the convenience of yourself and your identified colleague.

Thank you for your participation and cooperation. We would request that the enclosed instruments be completed and returned to Randy Hyman by May 30, 1983.

Sincerely,



Arthur Sandeen  
Vice President for  
Student Affairs and  
Professor, Educational Administration



Randy Hyman  
Assistant Director  
of Housing



APPENDIX D

LETTER OF ENDORSEMENT  
FROM RESEARCH AND INFORMATION COMMITTEE

ASSOCIATION OF COLLEGE AND UNIVERSITY HOUSING OFFICERS  
INTERNATIONAL



May 2, 1983

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PUBLICATIONS COORDINATOR/  
NEWSMAGAZINE EDITOR

ROBERT P. COOKE  
Director of Housing  
Box 7666  
University of Texas  
Austin, Texas 76712  
Ph (512) 471-3136

Dear Colleague:

Accompanying this letter you will find a survey form which we are requesting that you complete for the purpose of gathering information and sharing it with the ACUHO-I membership.

This survey is being conducted by Randy Hyman, a member of the professional housing staff at the University of Florida. Randy is doing his dissertation on a topic that we in the housing profession have discussed many times: Are the student personnel programs preparing our entry level staff in the competencies we need? As the discussion of standards for our profession progresses, it would be to our advantage to know how you feel about the competencies of our entry level staff.

We would appreciate your help in completing this survey for Randy and for ACUHO-I. The results will be published, as well as forwarded directly to those who participate. Also, Randy's finished dissertation will be on file with ACUHO-I's R & I Committee. Any questions on the survey should be directed to Randy.

Thank you for your assistance in helping to ensure that this project will be part of ACUHO-I information resources.

Sincerely,

Paul K. Jahr, Chair  
Research and Information Committee  
Asst. Director of Housing/Residence Life  
Southern Illinois University-Carbondale  
Carbondale, IL 62901  
(678) 536-5504

THIRTY-FIFTH ANNUAL CONFERENCE • UNIVERSITY OF WASHINGTON • JULY 17-21, 1983

APPENDIX E  
FOLLOW-UP POST CARD

June 13, 1983

Dear Colleague:

Recently you were mailed an instrument as part of a study of professional graduate preparation programs in student affairs administration. As yet we have not received your completed instrument.

Since your participation in the study is very important we would request that you please complete the instrument and return it to Randy Hyman, P.O. Box 15208, Gainesville, FL 32604 by June 23. If you never received the instrument or misplaced it please contact me at (904) 392-6091 and I will be happy to send you another copy.

Sincerely,

A handwritten signature in cursive script that reads "Randy E. Hyman".

Randy E. Hyman  
Assistant Director of Housing  
University of Florida

APPENDIX F

TABLE LISTING MEAN SCORES FOR EACH GROUP  
BY COMPETENCY FOR POSSESSION AND IMPORTANCE

TABLE 29  
MEAN SCORES FOR GROUPS BY COMPETENCY FOR VARIABLES OF POSSESSION AND IMPORTANCE

COMPETENCY	FTs <sup>a</sup>		DOHs <sup>b</sup>		CSAOs <sup>c</sup>	
	POSSESSION	IMPORTANCE	POSSESSION	IMPORTANCE	POSSESSION	IMPORTANCE
1. Write Behavioral Objectives	2.877	2.923	2.624	3.094	2.795	3.000
2. Identify and Articulate . . .						
Policies to Students	3.292	3.631	2.812	3.435	2.759	3.554
3. Teach Students . . . Behavior	3.369	3.585	2.941	3.777	3.012	3.723
4. Engage in Systematic Planning	3.062	3.462	2.482	3.424	2.651	3.361
5. Recognize and Use Expertise of Others	3.462	3.600	2.941	3.424	3.096	3.423
6. Facilitate Group Problem . . .						
Decision Making	3.415	3.539	2.835	3.447	2.831	3.398
7. Facilitate Staff Development . . .						
Training	3.123	3.446	2.894	3.494	2.663	3.193
8. Work Effectively . . . Students and						
Faculty	3.415	3.800	2.882	3.577	2.952	3.723
9. Analyze and Write Memos and Reports	2.892	3.292	2.424	3.377	2.602	3.518
10. Make effective Use . . . Presentations	3.354	3.677	2.835	3.471	2.855	3.458
11. Perceive . . . Interpret						
. . . of Others	3.200	3.600	2.765	3.494	2.783	3.554
12. Represent Student Concerns to . . .						
Groups	3.077	3.354	2.847	3.047	2.880	3.422
13. Recognize . . . Confidentiality . . .						
Procedures	3.354	3.523	2.929	3.459	3.024	3.482



TABLE 29 Continued

COMPETENCY	FTS <sup>a</sup>		DOHs <sup>b</sup>		CSAOs <sup>c</sup>	
	POSSESSION	IMPORTANCE	POSSESSION	IMPORTANCE	POSSESSION	IMPORTANCE
14. Determining Usage of Office . . .						
Procedures	2.462	2.815	2.141	2.941	2.289	2.9880
15. Assess Student Needs	3.185	3.585	2.741	3.482	2.783	3.518
16. Analyze and Interpret . . . Requests	3.015	3.415	2.694	3.294	2.675	3.313
17. Design Student Programs . . . Needs	3.139	3.554	2.777	3.424	2.735	3.506
18. Interpret . . . Evaluation Strategies	2.831	3.185	2.447	3.024	2.446	3.036
19. Identify . . . Evaluation Strategies	2.846	3.185	2.424	3.024	2.470	3.036
20. Design . . . Program						
. . . Evaluate Staff	2.615	3.077	2.518	3.282	2.386	3.072
21. Revise Programs . . . Evaluation Data	2.815	3.277	2.529	3.235	2.506	3.289
22. Recognize . . . Interpersonal Problems	3.292	3.554	2.965	3.447	2.916	3.482
23. Develop and Administer a Budget	2.539	3.185	1.894	2.918	2.169	3.277
24. Organize Resources . . . Program						
Activities	3.139	3.446	2.741	3.435	2.819	3.615
25. Understand Institutional Mission . . .						
Expectations	3.000	3.631	2.459	3.271	2.627	3.566
26. Know and Utilize . . . Strategies	3.092	3.494	2.588	3.446	2.651	3.377
27. Accept Authority . . . Delegate as						
Appropriate	3.062	3.462	2.635	3.565	2.795	3.578
28. Identify and Utilize . . . Resources	2.785	3.339	2.353	3.035	2.518	3.241

TABLE 29 (Continued)

COMPETENCY	FTs <sup>a</sup>		DOHs <sup>b</sup>		CSAOs <sup>c</sup>	
	POSSESSION	IMPORTANCE	POSSESSION	IMPORTANCE	POSSESSION	IMPORTANCE
29. Mediate Conflict . . . Community Groups	3.046	3.369	2.906	3.329	2.819	3.410
30. Recognize and Accept . . . Consequences . . . Behavior	3.600	3.754	2.777	3.635	3.036	3.627
31. Select, Train, and Supervise Staff	2.892	3.339	3.000	3.741	2.735	3.337
32. Manage Physical Resources and Facilities	2.754	3.046	2.412	3.165	2.578	3.145
33. Adjudicate Student Conduct Effectively	2.769	3.123	2.788	3.341	2.663	3.337
<hr/>						
	a n=75		b n=85		c n=83	

APPENDIX G

TABLES LISTING MULTIVARIATE ANALYSIS OF  
VARIANCE FOR GROUPS BY CATEGORY

TABLE 30  
GENERAL LINEAR MODELS PROCEDURE  
MULTIVARIATE ANALYSIS OF VARIANCE OF COMPETENCIES IN CATEGORY OF GOAL SETTING  
FOR FTs (n=65), DOHs (n=85) AND CSAOs (n=83) DF = 2,230 ALPHA = 0.05

I. Goal Setting Competencies	POSSESSION			IMPORTANCE		
	F-Value	P>F	Implication	F-Value	P>F	Implication
1. Write Behavior Objectives	3.00	.0517	N.S.	1.19	.3049	N.S.
2. Identify and Articulate . . . Policies to Students	14.92	.0001	Significant	2.70	.0691	N.S.
3. Teach Students . . . Behavior	10.10	.0001	Significant	3.15	.0446	Significant
4. Engage in Systematic Planning	14.95	.0001	Significant	.61	.5436	N.S.

NOTE: DF = Degree of Freedom

N.S. means Not Significant at .05 alpha level

TABLE 31  
GENERAL LINEAR MODELS PROCEDURE  
MULTIVARIATE ANALYSIS OF VARIANCE OF COMPETENCIES IN CATEGORY OF CONSULTATION  
FOR FTs (n=65), AND DOHs (n=85) CSAOs (n=83) DF = 2,230 ALPHA = 0.05

II. Consultation Competencies	POSSESSION			IMPORTANCE		
	F-Value	P>F	Implication	F-Value	P>F	Implication
5. Recognize and Use Expertise of Others	15.89	.0001	Significant	3.00	.0519	N.S.
6. Facilitate Group Problems . . . Decision Making	24.97	.0001	Significant	1.18	.3079	N.S.
7. Facilitate Staff Development . . . Training	8.80	.0002	Significant	6.15	.0025	Significant
8. Work Effectively . . . Students and Faculty	14.15	.0001	Significant	4.75	.0096	Significant

NOTE: DF = Degrees of Freedom

N.S. means not significant at .05 alpha level

TABLE 32  
GENERAL LINEAR MODELS PROCEDURE  
MULTIVARIATE ANALYSIS OF VARIANCE OF COMPETENCIES IN CATEGORY OF COMMUNICATION  
FOR FTs (n=65), AND DOHs (n=85) CSAOs (n=83) DF = 2,230 ALPHA = 0.05

III. Communication Competencies	POSSESSION			IMPORTANCE		
	F-Value	P>F	Implication	F-Value	P>F	Implication
9. Analyze and Write Memos and Reports	9.08	.0002	Significant	2.74	.0668	N.S.
10. Make Effective Use . . . Presentations	22.96	.0001	Significant	3.82	.0223	Significant
11. Perceive. . . Interpret . . . of Others	14.91	.0001	Significant	.82	.4413	N.S.
12. Represent Student Concerns to . . . Groups	3.29	.039	Significant	10.11	.0001	Significant
13. Recognize . . . Confidentiality . . . Procedures	8.79	.0002	Significant	.25	.7777	N.S.
14. Determining Usage of Office . . . Procedures	5.34	.0054	Significant	1.52	.2206	N.S.

NOTE: DF = Degrees of Freedom

N.S. means not significant at .05 alpha level



TABLE 33  
GENERAL LINEAR MODELS PROCEDURE  
MULTIVARIATE ANALYSIS OF VARIANCE OF COMPETENCIES IN CATEGORY OF ASSESSMENT AND EVALUATION  
FOR FTs (n=65), AND DOHs (n=85) CSAOs (n=83) DF = 2,230 ALPHA = 0.05

IV. Assessment and Evaluation Competencies	POSSESSION		IMPORTANCE			
	F-Value	P>F	Implication	F-Value	P>F	Implication
15. Assess Student Needs	13.10	.0001	Significant	.66	.5175	N.S.
16. Analyze and Interpret . . . Requests	8.31	.0003	Significant	1.21	.3010	N.S.
17. Design Student Programs . . . Needs	9.64	.0001	Significant	1.13	.3260	N.S.
18. Interpret . . . Evaluation Strategies	9.40	.0001	Significant	2.14	.1195	N.S.
19. Identify . . . Evaluation Strategies	10.91	.0001	Significant	2.01	.1361	N.S.
20. Design . . . Program . . . Evaluate Staff	2.52	.0827	N.S.	3.22	.0417	Significant
21. Revise Programs . . . Evaluation Data	5.12	.0067	Significant	.23	.7979	N.S.
22. Recognize . . . Interpersonal Problems	9.08	.0002	Significant	.77	.4643	N.S.

Note. DF = Degrees of Freedom

NS means not significant at .05 alpha level

TABLE 34  
GENERAL LINEAR MODELS PROCEDURE  
MULTIVARIATE ANALYSIS OF VARIANCE OF COMPETENCIES IN CATEGORY  
OF ENVIRONMENTAL AND ORGANIZATIONAL MANAGEMENT  
FOR FTs (n=65), AND DOHs (n=85) CSAOs (n=83) DF = 2,230 ALPHA = 0.05

V. Environmental and Organizational Management Competencies	POSSESSION			IMPORTANCE		
	F-Value	P>F	Implication	F-Value	P>F	Implication
23. Develop and Administer a Budget	13.98	.0001	Significant	5.91	.0031	Significant
24. Organize Resources . . . Program Activities	9.23	.0001	Significant	2.73	.0671	N.S.
25. Understand Institutional Mission . . . Expectations	12.37	.0001	Significant	9.80	.0001	Significant
26. Know and Utilize . . . Strategies	15.15	.0001	Significant	1.04	.3548	N.S.
27. Accept Authority . . . Delegate as Appropriate	7.10	.0010	Significant	1.11	.3304	N.S.
28. Identify and Utilize . . . Resources	6.54	.0017	Significant	5.99	.0029	Significant
29. Mediate Conflict . . . Community Groups	2.91	.0562	N.S.	.41	.6648	N.S.
30. Recognize and Accept . . . Consequences . . . Behavior	33.59	.0001	Significant	1.48	.2293	N.S.
31. Select, Train, and Supervise Staff	3.78	.0241	Significant	12.41	.0001	Significant
32. Manage Physical Resources and Facilities	5.03	.0073	Significant	.79	.4545	N.S.
33. Adjudicate Student Conduct Effectively	1.10	.3344	N.S.	3.12	.0459	Significant

Note. DF = Degrees of Freedom

N.S. means not significant at .05 alpha level

## APPENDIX H

TABLES LISTING RESULTS OF DUNCAN'S MULTIPLE RANGE TEST FOR  
POSSESSION AND IMPORTANCE BY CATEGORY

TABLE 35  
DUNCAN'S MULTIPLE RANGE TEST FOR POSSESSION AND IMPORTANCE  
OF COMPETENCIES IN THE CATEGORY OF GOAL SETTING WHERE SIGNIFICANT DIFFERENCES WERE IDENTIFIED  
ALPHA = .05    DF = 230

	POSSESSION				IMPORTANCE		
	Duncan Grouping	Mean	N	Group	Duncan Grouping	Mean	N Group
I. Goal Setting Competencies							
2. Identify and Articulate . . . Policies to							
Students							
	A	3.2923	65	FT			
	B	2.8118	85	DOH			
	B						
	B	2.7590	83	CSAO			
3. Teach Students . . . Behavior							
	A	3.3692	65	FT	A	3.7765	85 DOH
	B	3.0120	83	CSAO	A		
	B						
					B	3.7229	83 CSAO
					B		
	B	2.9412	85	DOH	B	3.5846	65 FT
4. Engage in Systematic Planning							
	A	3.0615	65	FT			
	B	2.6506	83	CSAO			
	B						
	B	2.4824	85	DOH			

NOTE: Means with the same letter are not significantly different

DF = Degrees of Freedom

TABLE 36  
DUNCAN'S MULTIPLE RANGE TEST FOR POSSESSION AND IMPORTANCE  
OF COMPETENCIES IN THE CATEGORY OF CONSULTATION WHERE SIGNIFICANT DIFFERENCES WERE IDENTIFIED  
ALPHA = .05    DF = 230

II. Consultation Competencies	IMPORTANCE				POSSESSION			
	Duncan Grouping	Mean	N	Group	Duncan Grouping	Mean	N Group	
5. Recognize and Use Expertise of Others	A	3.642	65	FT				
	B	3.096	83	CSAO				
	B							
	B	2.941	85	DOH				
6. Facilitate Group Problems . . . Decision Making	A	3.415	65	FT				
	B	2.835	85	DOH				
	B							
	B	2.831	83	CSAO				
7. Facilitate Staff Development . . . Training	A	3.123	65	FT	A	3.494	85 DOH	
					A			
	B	2.894	85	DOH	A	3.446	65 FT	
	C	2.663	83	CSAO	B	3.193	83 CSAO	

TABLE 36 Continued

II. Consultation Competencies	IMPORTANCE			POSSESSION		
	Duncan Grouping	Mean	N	Group	Duncan Grouping	Mean N Group
8. Work Effectively . . . Students and Faculty	A	3.415	65	FT	A	3.800 65 FT
					A	
	B	2.952	83	CSAO	A	3.723 83 CSAO
	B	2.882	85	DOH	B	3.577 85 DOH

NOTE: Means with the same letter are not significantly different

DF = Degrees of Freedom



TABLE 37  
DUNCAN'S MULTIPLE RANGE TEST FOR POSSESSION AND IMPORTANCE  
OF COMPETENCIES IN THE CATEGORY OF COMMUNICATION  
WHERE SIGNIFICANT DIFFERENCES WERE IDENTIFIED  
ALPHA = .05    DF = 230

III. Communication Competencies	POSSESSION				IMPORTANCE			
	Duncan Grouping	Mean	N	Group	Duncan Grouping	Mean	N	Group
9. Analyze and Write Memos and Reports	A	2.892	65	FT				
	B	2.6024	83	CSAO				
	B							
	B	2.424	85	DOH				
10. Make Effective Use . . . Presentations	A	3.354	65	FT	A	3.677	65	FT
	B	2.855	83	CSAO	B	3.471	85	DOH
					B			
	B	2.835	85	DOH	B	3.458	83	CSAO
11. Perceive . . . Interpret . . . of Others	A	3.200	65	FT				
	B	2.783	83	CSAO				
	B							
	B	2.765	85	DOH				

NOTE: Means with the same letter are not significantly different  
DF = Degrees of Freedom

TABLE 37 Continued

III. Communication Competencies	POSSESSION				IMPORTANCE			
	Duncan Grouping	Mean	N	Group	Duncan Grouping	Mean	N	Group
12. Represent Student Concerns to . . . Groups	A	3.077	65	FT	A	3.422	83	CSAO
					A			
	B	2.880	83	CSAO	A	3.354	65	FT
	B							
	B	2.847	85	DOH	B	3.047	85	DOH
13. Recognize . . . Confidentiality . . . Procedures								
	A	3.354	65	FT				
	B	3.024	83	CSAO				
	B	2.929	85	DOH				
	B							
14. Determining Usage of Office . . . Procedures								
	A	2.462	65	FT				
	B A	2.289	83	CSAO				
	B							
	B	2.141	85	DOH				

NOTE: Means with the same letter are not significantly different

DF = Degrees of Freedom

TABLE 38  
DUNCAN'S MULTIPLE RANGE TEST FOR POSSESSION AND IMPORTANCE  
OF COMPETENCIES IN THE CATEGORY OF ASSESSMENT  
AND EVALUATION WHERE SIGNIFICANT DIFFERENCES WERE IDENTIFIED  
ALPHA = .05 DF = 230

IV. Assessment and Evaluation Competencies	POSSESSION				IMPORTANCE			
	Duncan Grouping	Mean	N	Group	Duncan Grouping	Mean	N	Group
15. Assess Student Needs								
	A	3.185	65	FT				
	B	2.783	83	CSAO				
	B							
	B	2.741	85	DOH				
16. Analyze and Interpret . . . Requests	A	3.015	65	FT				
	B	2.694	85	DOH				
	B							
	B	2.675	83	CSAO				
17. Design Student Programs . . . Needs	A	3.139	65	FT				
	B	2.777	85	DOH				
	B							
	B	2.735	83	CSAO				
18. Interpret . . . Evaluation Strategies	A	2.831	65	FT				
	B	2.447	85	DOH				
	B							
	B	2.446	83	CSAO				

NOTE: Means with the same letters are not significantly different  
DF = Degrees of Freedom

TABLE 38 Continued

IV. Assessment and Evaluation Competencies	POSSESSION				IMPORTANCE			
	Duncan Grouping	Mean	N	Group	Duncan Grouping	Mean	N	Group
19. Identify . . . Evaluation Strategies	A	2.846	65	FT				
	B	2.470	83	CSAO				
	B							
	B	2.424	85	DOH				
20. Design . . . Program . . . Evaluate Staff					A	3.282	85	DOH
					B	3.077	65	FT
					B			
					B	3.072	83	CSAO
21. Revise Programs . . . Evaluation Data	A	2.815	65	FT				
	B	2.529	85	DOH				
	B							
	B	2.506	83	CSAO				
22. Recognize Interpersonal Problems	A	3.292	65	FT				
	B	2.965	85	DOH				
	B							
	B	2.916	83	CSAO				

NOTE: Means with the same letter are not significantly different

DF = Degrees of Freedom

TABLE 39  
DUNCAN'S MULTIPLE RANGE TEST FOR OF POSSESSION AND IMPORTANCE  
OF COMPETENCIES IN THE CATEGORY OF ENVIRONMENTAL AND ORGANIZATIONAL MANAGEMENT  
WHOSE SIGNIFICANT DIFFERENCES WERE IDENTIFIED  
ALPHA = .05 DF = 230

V. Environmental and Organizational Management Competencies	Possession			Importance				
	Duncan Grouping	Mean	N	Group	Duncan Grouping	Mean	N	Group
23. Develop and Administer a Budget	A	2.539	65	FT	A	3.277	83	CSAO
	B	2.169	83	CSAO	A	3.185	65	FT
	C	1.894	85	DOH	B	2.918	85	DOH
24. Organize Resources . . . Program Activities	A	3.139	65	FT				
	B	2.819	83	CSAO				
	B	2.741	85	DOH				
25. Understand Institutional Mission . . . Expectation	A	3.000	65	FT	A	3.631	65	FT
	B	2.627	83	CSAO	A	3.566	83	CSAO
	B	2.459	85	DOH	B	3.271	85	DOH
26. Know and Utilize . . . Resources	A	3.092	65	FT				
	B	2.651	83	CSAO				
	B	2.588	85	DOH				

NOTE: Means with the same letter are not significantly different

DF - Degree of freedom

TABLE 39 Continued

V. Environmental and Organizational Management Competencies	Possession			Importance		
	Duncan Grouping	Mean	N	Group	Duncan Grouping	Mean N Group
27. Accept Authority . . . Delegate as Appropriate	A	3.062	65	FT		
	B	2.795	83	CSAO		
	B					
	B	2.635	85	DOH		
28. Identify and Utilize . . . Resources	A	2.785	65	FT	A	3.339 65 FT
	B	2.518	83	CSAO	A	3.241 83 CSAO
	B	2.353	85	DOH	B	3.035 85 DOH
29. Mediate Conflict . . . Community Groups	A	3.046	65	FT		
	A	2.906	85	DOH		
	B	2.819	83	CSAO		
	B					
	B	2.819	83	CSAO		
30. Recognize and Accept. . . Consequences . . . Behavior	A	3.600	65	FT		
	B	3.036	83	CSAO		
	C	2.777	85	DOH		



TABLE 39 Continued

V. Environmental and Organizational		Management Competencies		Duncan Grouping		Mean	N	Group	Duncan Grouping		Mean	N	Group
31.	Select, Train, and Supervise Staff			A		3.000	85	DOH	A		3.741	85	DOH
				A									
				B		2.892	65	FT	B		3.339	65	FT
				B					B				
32.	Manage Physical Resources and Facilities			B		2.735	83	CSAO	B		3.337	83	CSAO
						2.754	65	FT					
				A									
				A									
33.	Adjudicate Student Conduct Effectively			B		2.578	83	CSAO					
						2.412	85	DOH					
									A		3.341	85	DOH
									A				
									A		3.337	83	CSAO
									B		3.123	65	FT

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## BIOGRAPHICAL SKETCH

Randy E. Hyman was born on March 26, 1952, in Newark, New York. He was raised in Palmyra, New York, where he graduated from Palmyra-Macedon Central High School in 1970.

Mr. Hyman attended undergraduate school at Buffalo State College in the State University of New York system. He graduated in 1974 with a Bachelor of Science degree in speech pathology and audiology. Upon graduation Mr. Hyman entered graduate school at the University of Vermont where he was awarded a Master of Education degree in college student personnel administration in 1976.

In the summer of 1976, Mr. Hyman accepted a position as a Resident Instructor at the University of South Florida in Tampa, Florida. In that capacity Mr. Hyman was responsible for the supervision of three men's residence halls. He also served as an instructor in the Communicology Department, teaching a course on speech and hearing disorders. Mr. Hyman was promoted to the position of Director of Housing and Food Service for the New College campus of the University of South Florida in 1977.

In 1979, Mr. Hyman accepted an appointment as an Assistant Director of Housing at the University of Florida in Gainesville, Florida, a position he has held to the present time. He entered the doctoral program in educational administration and administration at the University of Florida as a part-time student in 1980.

Mr. Hyman met his wife, Robi, while working at the University of South Florida in Tampa. They were married in June of 1978 and have a son, Drew, born in February, 1982. Mrs. Hyman has been employed, since 1979 as a special education teacher with the Alachua County School Board. The Hymans currently reside in Gainesville, Florida.

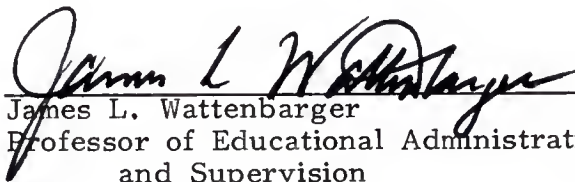
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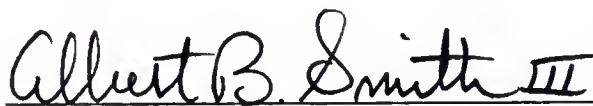
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James L. Wattenbarger  
Professor of Educational Administration  
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This dissertation was submitted to the Graduate Faculty of the Department of Educational Administration and Supervision in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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